DIARY

Stuck in 1985 and feeling just a trifle odd

Have lately a feeling I've identified as a sensation of lying about on the surface. The fact is that for the past six years I've written a book a year – each an autobiographical fragment. So while I've been dashing about being my current self of 1983, 1984 and so on, I've also been digging around in old years, anywhere between 1920 and 1970 or so, and trying to revive and make sense of old selves, old environments, old acquaintances.

I make, of course, no claim for it: but it has been work that brings with it an inevitable sense of depth. A lot of the time you aren't up here, you're down there.

Sometimes I've seemed to hear the voice of my old teacher, Miss Tuck, at Byng Road council school, Barnet, who probably started it all by requiring us to write such memoirs ("My holiday", "My weekend") as we had access to, c1929.

"Stop dreaming!" she used to say, tapping me on the head with the rolled-up exercise book without which she'd have seemed as incomplete as the Venus de Milo. (Even at this distance of time I'm a little nervous to find myself comparing Miss Tuck with a woman who hasn't bothered to put her clothes on, let alone her arms).

It was a major principle of life, as I understood it at the time: dreaming was a way of ensuring that you wouldn't get to the grammar school. I remember two of my most ominous reports: "Is rather a mouth-breather" and "Is rather a dreamer".

To write a book, I've needed to take two months off from those chores that provide me with my real living, as distinct from the phantom living provided by books. But this year, invited to talk to librarians in New Zealand, I'm going with my wife around the world, calling on friends and relations along the way and so a book must wait.

As to going around the world, I'm in Francis Drake's position: perfectly in favour of it. But I feel distinctly, and not altogether pleasantly, odd. There's a part of me that won't be happy until it's once again in the depths, trying to discern the shape in some stretch of years. And, incidentally, once more earning Miss Tuck's displeasure by breathing boldly through the mouth while dreaming.

G K Chesterton: for five wonderful minutes he demonstrated how vivacious and fascinating ditchwater was.

The charm of the cliche

Meanwhile, I continue to amaze myself by interviewing for my BBC programme, *The World of Books*, more and more writers in more and more rapid succession. The other day, within an hour and a half, Roy Fuller on his *Collected Poems*, Jonathan Raban on his new novel, P J Kavanagh on his book of selections from Chesterton, Miss Tuck would frown. "One thing at a time," she used to say, drumming sadly on my head.

Both P J Kavanagh and I, we found, had been influenced as schoolboy writers by Chesterton and both had been struck, he in compiling his book and I in reading it, by the small part played in Chesterton's writing by what had seemed its main feature when we were his young imitators, the dazzling paradox.

What he had in fact was an astonishing gift for providing illustrations of ideas, or finding some brilliant form for one, as when he said that the poet Cowper's problem was the division of his spirit between John Gilpin and John Calvin. He read marvellously aloud: I recommend this for choice groups on Friday afternoons.

Just before the war I heard Chesterton debating on the wireless. I can't recall the subject, but remember his opponent rashly using the phrase, "as dull as ditchwater", whereupon, for five wonderful minutes, Chesterton demonstrated how vivacious and fascinating ditchwater was.

He was a restless worrier of clichés, and I wish he were here to debate them with Nicholas Bagnall (another of my interviewees, who's just published a book called *A Defence of the Cliché*. Valuably and amusingly, the former editor of *The Teacher* argues that the blanket condemnation of the cliché is foolish and unhelpful.

The cliché's enemies he defines as having "narrow nostrils", which may, if I read him rightly, lead to a great deal of inspection of one's nose by members (and hangers-on, like myself) of the National Association for the Teaching of English.

Palaver over a pittance

It's oddly exhilarating, for anyone who's defective when it comes to quarrelling (if someone treads on my foot, I have to bite back an apology), to find he's suddenly feeling and acting like Mr Growser, brandishing an apoplectic umbrella and shouting "*Disgraceful!*"

It's happened to me lately as a result of something you'd think was harmless enough, a visit to Devon. That was back in March, when I was invited to talk to children and teachers. A long day, travelling from London to Plymouth and back again but I enjoyed it.

My paternal great-grandparents came from Plymouth, and I have this wistful sense of belonging there, but not being worthy of the connection, having lost all touch with hants.

Anyway, it was a good visit. I like being among children and teachers. It rained all day but it was rain straight off the sea. Not without its expenses, as to the rail ticket and lunch and dinner necessarily taken on trains. But nice. I sent in a note of the cost of it all, as asked. And waited.

I had much to do, so I didn't pound up and down or glance anxiously at the calendar. But from time to time it struck me that I'd heard nothing. And suddenly, it was three months later, and I had a letter from the county treasurer. It wasn't accompanied by a cheque, or a hint of a cheque, but said that before thought could be given to the payment of a penny of my dues (which now amounted to an involuntary, interest-free, long-term loan from me to Devon), I must complete the enclosed form P15 and return it to H M Inspector of Taxes.

Form P15 turned out to be an exhaustive four-page inquiry into my entire situation, economic, familial, and with special reference to the possibility that I might have money concealed in bags stuffed up the chimney.

As a person not subject to PAYE, I've talked up and down the country for 30 years, payment coming from local authorities and never in that time have been required to fill in an assessment form in order to qualify for my pittance.

I declare my fees as part of my annual return, an arrangement that, from the air of satisfaction that surrounds it, I might well conclude has led to the popping of champagne corks in the Inland Revenue office that oversees my affairs.

When I expressed my sense of shock and scandal at the breakfast table at which this communication was opened, my wife shared my indignation but had at the same time other feeling, I thought, rather more complacent. Well, she confessed, on being taxed (not a verb I'm keen on using lately), it was always nice to know I was set on a belligerent course.

She felt I would enjoy writing the letters I meant to compose that morning. I would enjoy barking at the county treasurer.

Perhaps. Indeed, in the end I might consider forgiving the authority this irritating debt, since the affair had made me feel so very lively and invigoratingly outraged.

Edward Blishen

NOTICEBOARD

PEOPLE...

Patricia Pilgrim

Ms Patricia Pilgrim, deputy head of the Garden Suburb junior school, Barnet, to be head of Ashmount junior school, north London.
Mrs Irene Cass, previously head of the infants' department of Colyers county primary school, Bexley, has taken up her appointment as head of John Ruskin infants' school, south-east London.
Mr Peter Stickings, to be head of Bow secondary boys' school, N.E.A. He was previously deputy head.
Mr Martin Johnson, formerly principal adult education officer, London borough of Bexley, to be development officer for adult education and training in the further education unit.
Professor Robert Gibson, to be the new Master of Rutherford College, University of Kent, in succession to Dr John Todd.
Dr A E Sloman, Vice-Chancellor of the University of Essex, to be chairman of the Inter-University and Polytechnic Council and of the Committee for International Co-operation in Higher Education from September 1.
Professor G Stein, Regius Professor of Civil Law, Queen's College, Cambridge; **Mr James Trainer**, Deputy Principal at the University of Stirling and **Mr Aubrey Wilson**, founding chairman of Industrial Market Research, now an independent consultant, have been appointed to the Faithright Commission.
The new *Rose Bruford Memorial Trust* will give opportunities to those working in the theatre and in education to develop specialist skills in the following areas: acting, mime, verse speaking and play production/direction. Details from **Richard Mangan**, Guildhall School of Music and Drama, Silk Street, London EC2Y 8DT.

CONFERENCES...

July 18–23
VIII Commonwealth and International Conference on Sport, Physical Education, Dance, Recreation and Health at Jordanhill College. Details from Bernard Wrigh, Scottish School of Physical Education, Southbrae Drive, Glasgow G13 1PP.

July 19–21
Annual conference of the Peace Education Network at Beechwood College, Leeds. Residential fee is £38 for members, £40 for non-members. Details from Mary Hale, PEN secretary, 33 Churchill Avenue, Kenton, Middlesex HA3 0AX.

July 20–23
Residential conference at St Martin's College, Lancaster, to mark the publication of *World Studies 8–13: A Teacher's Handbook* by Oliver and Boyd. Details from World Studies 8–13 project, St Martin's College, Lancaster LA1 3JD.

July 20–27
International Association of Physical Education and Sport for Girls and Woman congress at Warwick University. Details from Mrs P Bowen-West, 37 Landsdown Road, Bedford.

EVENTS...

July 3
Ivan Illich will speak on "The side effects of compulsory literacy" at a dinner discussion organized by the Academic Inn at St Mark's Hall, Abercorn Place, London NW8. Tickets £10. Details from John Papworth, the Academic Inn, 24 Abercorn Place, London NW8.

July 17–20
Christian education resources exhibition sponsored by the National Christian Education Council and the Methodist division of Education and Youth at Robert Denholm House, Nutfield, Redhill, Surrey. Details from Eric Thorn, NCEC, Nutfield Ridge 2411.

July 22–23 and August 13–14
Two-day photography workshops for children, the first aimed at 11–16 age range, the second for younger children at Impressions Gallery of Photography, 17 Collingate, York YO1 2BN. No camera is necessary and the workshops are free. Details from Stefan Sadofski at the gallery.

July 27 – August 4
West Dean College arts and crafts summer school will include courses on textile design, jewellery, photography, calligraphy, wood engraving and lino-printing. Details from Peter Sanginson, West Dean College, nr Chichester, West Sussex PO18 0QZ (0243 63301)

COMPETITIONS...

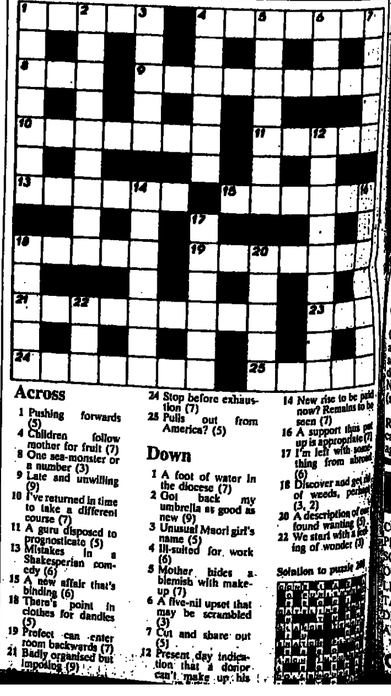
Sheldrake's hypothesis
Educare, journal of the Universal Education Association, is sponsoring a schools' competition to design an experiment to test Rupert Sheldrake's hypothesis of formative causation. Judges Dr John Beloff, Dr Alan Gould and Dr Michael Shallis will select the best idea and *Educare* will then organize an experiment based on the winning idea, in which schools round the world will be invited to take part. Results will be submitted to the Terrytown competition in New York, currently offering a £7,700 prize for the best test of Sheldrake's hypothesis. Details from Sheldrake Experiment, *Educare*, PO Box 482, London SE15 6HR.

Microelectronics and children with special education needs
Five updated information sheets on introductory reading and videos; software evaluation; software for children with moderate learning difficulties and a review of selected software for children with moderate learning difficulties. Free from CET, 3 Devonshire Street, London W1N 2BA.

PUBLICATIONS...

Autism
Titles in Autism is a bimonthly publication from the Autism Research Database, part of a new information retrieval service run on the UK National Autistic Society's computer at Sunderland Polytechnic. It aims to facilitate research and keep teachers and parents informed about new findings. The service will also carry out individual topic searches on request and supply abstracts. The services are offered free. Details from Dr Anne Humphreys or Ms Josephine Penman, Autism Research Unit, Department of Pharmaceutical Chemistry, Sunderland Polytechnic, Sunderland SR1 3SD.

No 209 CROSSWORD by Rufus



Across

1 Pushing forwards (5)
4 Children follow mother for fruit (7)
8 One sea-monster or a number (3)
9 Late and unwilling (9)
10 I've returned in time to take a different course (7)
11 A guru disposed to prognosticate (5)
13 Mistakes in a Shakesperian comedy (6)
15 A new affair that's binding (6)
18 There's point in clothes for dandies (5)
19 Prefect can enter room backwards (7)
21 Badly organised but imposing (9)
24 Stop before exhaustion (7)
25 Pulls out from America? (5)

Down

1 A foot of water in the closet (7)
2 Got back my umbrella as good as new (9)
3 Unusual Maori girl's name (5)
4 Ill-suited for work (6)
5 Mother hides a blemish with make-up (7)
6 A five-nil upset that may be scrambled (3)
7 Cut and share out (5)
12 Present day indication that a donor can't make up his (9)
14 New rise to be paid now? Remains to be seen (7)
16 A support that put up is appropriate (7)
17 I'm left with something from abroad (6)
18 Discover and get rid of weeds, perhaps (3, 2)
20 A description of one found wanting (5)
22 We start with a feeling of wonder (3)

Solution to puzzle no

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Report warns Sir Keith on appraisal

by Mike Durham

An independent study of teacher appraisal to be published next week will advise Sir Keith Joseph to press ahead with plans for classroom observation of teachers, but not merit pay.

The study, commissioned from Suffolk l.e.a. by the Department of Education and Science, is expected to offer general support for the principle of staff appraisal. But it will also warn that appraisal will only work if it is properly designed and implemented – potentially at enormous cost to education authorities.

The report, which has already been seen by the Education Secretary, is understood to stress the importance of classroom observation of teachers if appraisal is to succeed.

The research team reached this conclusion after studying existing teacher appraisal schemes, particularly in the USA. But they do not recommend any particular method.

Similarly, the study is understood to favour appraisal for heads, but makes no recommendation on how it should be done.

It rejects the idea of merit pay for good teachers as potentially divisive. Instead, it lays emphasis on the career development and professional self-evaluation sides of appraisal.

The study will be welcomed by Sir Keith as further backing for his plans for appraisal of teachers, which he has warned he may introduce by way of legislation.

Earlier this year, Sir David Hancock, Permanent Secretary at the DES, outlined a very similar scheme for teacher assessment, to include classroom observation.

At the time, he said that outstanding teachers should be paid extra – perhaps by so-called teacher fellowships involving a cash bonus and a term's sabbatical leave.

The DES is thought to have dropped the idea of withholding increments from poorly-assessed teachers. However, promotion through the teaching grades might still be linked broadly to satisfactory assessment.

The National Union of Teachers has welcomed the possibility of appraisal, providing it is used for "professional development" and there is no mention of merit pay.

The £52,000 Suffolk study, paid for by the DES, started in January and involved a wide-ranging brief to advance knowledge of the "state of the art" of teacher appraisal.

The researchers looked at staff appraisal in 30 large companies, studied schemes in 62 schools in 26 l.e.a.s, the Service Children's Education Authority in West Germany and Holland, and systems in use in Canada and the USA.

The report is understood to suggest guidelines to the Education Secretary, but not to provide a model scheme.

Hearing-impaired children from the Laycock partially hearing unit taking part in a mainstream class at Laycock primary school, North London.

New call for integration welcomed

by Susannah Kirkman

Parents, educationists and pressure groups for handicapped children have warmly welcomed the Fish Report on special education in inner London, which has recommended that all pupils should be educated as far as possible in mainstream schools and colleges.

Equal Opportunities for All?, written by an independent committee chaired by a former HMI, Mr John Fish, says that the ILEA's commitment to comprehensive education and equal opportunities is deficient if the authority continues to segregate children with special needs in separate units and schools.

The Committee has called for the twinning of special schools with mainstream schools and colleges to prepare for integration. It says that staff working in special education should be trained to pass on their expertise to teachers in mainstream institutions.

Summary page 10.

And parents should be more closely involved in decisions about their children's education. "Befrienders" or counsellors should be provided to guide parents through assessment procedures and the available provision for special needs.

"The Fish report will give new hope to all parents with children with special needs who have suffered from official discrimination over many years, amounting to educational apartheid," commented Mrs Penny Junckid, chairman of the Parents' Campaign for Integrated Education in London.

Mrs Frances Morrell, the ILEA leader, has said that extra resources are needed to fund integration – beyond the money saved by closing special schools and units, which the report recommends should be used to build up special needs' provision in mainstream schools and colleges.

October pay deadline reaffirmed

by Mike Durham and Diane Spencer

Local education authority employers have been advised to be cautious about the October "deadline" set by Sir Keith Joseph for adjusting next year's Rate Support Grant settlement to release extra money for teachers' pay.

This week, as the Burnham Committee met for the first time in five weeks, the Education Secretary reiterated the importance he attaches to the date.

"This is not an arbitrary date: after October it is simply too late for an agreement to be reflected in the RSG settlement. October is therefore a real deadline," Sir Keith said in a letter to NUT general secretary Fred Jarvis (see full text on page 5).

He proposes adjusting the 1986/87 RSG if employers and teaching unions can reach "an acceptable and firm agreement in principle" on salary restructuring by then.

Fred Jarvis

This week education officers of the two local authority associations were advised by finance officers that to meet the deadline could lay some l.e.a.s open to unacceptably strict central government control of their spending.

This is because rate-capping legislation would allow the Government to intervene if the RSG was changed. L.e.a.s are being warned that they must reach an agreement later this month instead.

The teachers' panel has already dismissed Sir Keith's initiative as a "cynical and calculated intervention".

Meanwhile both sides in the teachers' dispute were preparing for the possibility of a joint approach to the Government, which was thought to be one likely outcome of this week's Burnham Committee meeting where Labour's Mrs Nicky Harrison was confirmed as leader of the management side. The meeting was still going on as *The TES* went to press.

The shadow education spokesman, Mr Giles Radice, called for the l.e.a.s and teachers to reach an agreement "which recognises the strength of the teachers' case and leads to a joint approach to the Secretary of State."

One possibility is that Sir Keith could be invited to attend a full meeting of the Burnham Committee, where he would be confronted with some 60 or 70 representatives from both sides.

● Local authority employers moved one step further down the road to tearing up their gentlemen's agreement – the concordat – with the DES at the Burnham Committee. DES representatives were excluded from much of the talks on Wednesday. The move was seen as further isolating the Education Secretary.

● A phased pay increase of around 7 per cent is likely to be one ingredient in a complex package to be discussed at today's meeting of the Burnham further education committee.

Appeal victory for parents

A group of Bristol parents fighting for a single-sex comprehensive won a High Court appeal this week granting a judicial review of their case.

A High Court judge ruled in May that the Education Secretary's decision to accept Avon's closure plans for Merrywood Boys' Schools, while keeping a local girls' school open, was not in breach of the Sex Discrimination Act.

But three judges, including Lord Justice Glidewell, ruled on Monday that his decision should be reviewed.

As the closure is due to take effect in the summer of 1986, they set the hearing for the autumn.

Mr Stephen Keating, the leader of the parents' group, was confident this week that the parents would now have the decision overturned.

THIS WEEK

COMMENT 2
PRIMARY 8
SCHOOL TO WORK 13
OVERSEAS NEWS 14,15
LETTERS 16,17
TALKBACK 18
DIARY, NOTICEBOARD AND CROSSWORD 76
CLASSIFIED 30

Shortage worry
Heads worried by low numbers of applicants to teach shortage subjects. 5

Reading scheme
Virginia Makins on how a teacher's reading scheme has taken off. 8

Extracurricular
Is the paranormal an academic subject? Gerald Haigh attends an unusual conference 11

Platform
Shirley Williams says that the Government's higher education policy sets dubious targets and fails to provide the means. 4

Countdown
Can schools be ready for the GCSE? 19

Head start
How the famous American High Scope pre-school curriculum works in Britain 20

Books in class
Environmental studies 23

Arts/Books
Being fair to Russia: Pierre Watter on Soviet studies textbooks; Shena Mackay on Tennessee Williams; Hugh David on Anthony Sher; Children's literature; Nicholas Shrimpton on the RSC's *Troilus and Cressida* at Stratford; Literary competition

Resources/ Software/Media
Anita Straker on the micro in infant mathematics; reviews of science, mathematics and arithmetic programs, and *The People's Schools*, a television history of popular education 27–29

EXTRA
Music: Pop music in teacher training; consultancy and the non-specialist; music in a multicultural

TIMES PAST
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Another road to equality

It is now seven years since the Warnock Committee reported on special educational needs and four years since the 1981 Act began to implement it by rearranging the legal framework.

Since then, the main conceptual thrust towards changing attitudes, which was to be triggered by abolishing categories of disability, has been dissipated by the instant growth of a new label saying special educational need, and the most obvious result of the attempt to give parents more say in assessment has been an administrative log-jam of statements.

Very little attention, by contrast, has been paid to researching or developing the services required to meet the needs identified by the statements. Implementation of the spirit and letter of Warnock has been praiseworthy in a few l.e.a.s and some schools, but undoubtedly patchy.

Educational Opportunities for All?, this week's 308-page blueprint for change in inner London's special education services (page 10), is almost certainly the most ambitious authority-wide exercise so far to build on Warnock in its positive approach to services – and indeed goes well beyond it.

That is as it should be, given the seven-year gap and the fact that international thinking (we are not the only country by a long chalk to have made special provision a priority) has developed considerably on such topics as integration and the nature of handicap.

It has to be said that the leaders of the Inner London Education Authority have been astute (or well-advised) in their choice of chairman for each of the three independent committees of inquiry into under-achievement and inequality. John Fish was the staff inspector for special education who laboured behind the scenes to get as much of Warnock as the Treasury would concede on to the statute books, and through OECD projects since his retirement has kept in touch with developments elsewhere.

In any event, the last of ILEA's trilogy to come out of County Hall and into consultation is as hard-hitting and radical in its exposition as the first. It does not adopt the severely practical approach of Hargreaves on Improving Secondary Schools, with its built-in timetable for implementation, and probably advisedly so. Inner London teachers are already knee-deep in equal opportunities policies, national teacher action is impeding progress on most of them, and even Mrs Frances Morrell has learned not to be so impatient. She must be right in her declared view that such a complicated change in direction as that proposed in the report, to shift the vast inner London machinery on to a new course, requires a consultation far-reaching enough to carry everyone with it.

One response which this authority especially ought to be able to make without too much expenditure of time or money is to adopt the recommendation that it recasts its equal opportunities policy to include children and young people with special educational needs. It is indeed difficult to understand how it could have been left out until now.

The challenge to the authority to extend its endorsement of the comprehensive principle to embrace the integration of those with special needs "in schools and colleges for all" cannot be met without more deliberation, if only because integration has been so thoroughly misunderstood.

The idea of integration has frightened teachers and parents because it conjured up the spectre of the closure of separate tailored provision as much for financial as for education reasons, while children with disabilities soldiered on as best they might in the paradoxical isolation of the ordinary classroom.

Such a sink-or-swim approach is emphatically not what is proposed in the Fish Report, which defines integration as a process rather than a state, and backs up this somewhat opaque view with its commitment to an understanding of integration that recognizes the need for a spectrum of provision: integration in the normal classroom or college; integration with support; a combination of ordinary class and special unit; ranging through to separate provision where still needed for those most severely disabled.

This scenario depends on the assumption that the desegregation necessary to give everyone the same life chances has to be accompanied by the necessary support: specialist professional or even medical support delivered to meet special needs in the ordinary classroom.

Allied to that is a shift of thinking on the nature of handicap itself, which the Fish Report refers to as a "dynamic and relative" definition: it may not be the individual's own disabilities or difficulties which handicap him so much as society's or the institution's response to them.

There isn't much doubt that this approach is on the right lines, or that the extent of changes in attitudes, resources and administrative machinery to bring it into effect should not be underestimated. Much of the commitment and goodwill is there, but it will require cooperation across professional boundaries inside and outside the education service, a purposeful in-service programme, more capital spending than Government policies allow, and the movement of special education teachers out of their segregated classrooms and into an advisory or support role. Fish takes up the Thomas primary schools report idea of a "cluster" of neighbourhood schools, and proposes to include a special school as resource centre.

It is evident that the Fish Committee was impressed by outspoken parent groups, especially those from ethnic minority groups. One response to this is the proposal for "befrienders", to guide parents through assessment and decision-making. This idea (mysteriously left out of the summary version provided by officials) has something in common with the dormant Warnock suggestion of a "named person", and is roughly based on a model provided by parents' groups in the US, but does not go as far as either. In the States they are backed by statutory rights, frequently invoked, and Warnock envisaged career guidance at the time of transition to work – a stage when it is arguably even more needed but which the Fish Committee were not given time to do justice to. If parent groups are as vigilant in consultation as in advice, this is an area where they might push harder.

Overall, however, the Fish Report moves boldly and authoritatively in the right direction and deserves to take the inner London education service and its clients with it on the long, careful haul towards educational opportunities for all (and why not without the question mark?)

But implementation cannot begin before next year's direct elections and the threatened governmental spending controls. Though Fish suggests that much could be achieved by diverting special education resources, there is a risk that the issue could be turned into a political football during an election campaign which will make the budget a prime issue. It deserves to be more than that.

COMMENT

Wait for the small print

The Employment Secretary's acceptance this week of the MSC's proposals for a two-year Youth Training Scheme (page 13) is yet another impressive demonstration of the commission's headlong style. There were plenty of reasons other than yesterday's by-election for deciding and telling everyone quickly what form the new version of the scheme will take, and the MSC has complied readily with the Government's haste.

In announcing his acceptance of the broad framework proposed, Mr Tom King is committing the Government to very little beyond its previous statements. He is authorizing the broad framework and scope of the scheme, its funding pattern, and the level of the trainee allowance, but reserves the right to decide subsequently on what he calls the small print.

In return, the interests represented on the commission are undertaking a great deal – the obligation to deliver a high quality programme for the mass training of school leavers at a price the Government is prepared to pay. Yet it is the small print already in the proposals and the further detail which has still to be spelled out which will determine whether the new-model YTS provides as its norm the serious and purposeful occupational training it promises or turns out to be little more than a pretentious form of outdoor relief for the young.

Nobody would expect Mr King to rush his own fences unnecessarily, but the suspicion must arise that he is waiting to see whether the MSC can really afford to make the demands on employers that its proposals envisage.

The more stringent of the curricular requirements the commission planned to impose when it was setting up the existing version of the scheme were quickly dropped when the Government started worrying that it would not get enough employers to participate.

Now, because employers will be expected to provide nearly twice as many places and to pay a substantial part of the costs, the need to win them over becomes much more pressing. And the new funding arrangements mean that the commission will not be able to turn to the colleges and the voluntary sector to meet a shortfall in places. The commission has already given way to the employer interests' refusal to accept any obligation to provide the same proportion of off-the-job training and education as in the existing scheme.

Given the new scheme's declared aim of enabling trainees to attain recognized vocational qualifications, does this mean that all social education will have to be dropped in order to provide enough straight vocational education?

The plans for a quality inspectorate, and for insisting that those providing training are competent to do so, are bold and admirable; but the Employment Secretary has made a point of asking to be consulted in detail about their implementation.

The education service's way of approaching change is often disheartenningly slow and ponderous. But would any local authority announce, say, a significant extension of nursery provision without first making sure it could get the teachers, the classrooms, and a curriculum that could be delivered?

Out of tune

This week, HMI has delivered itself of a "curriculum matters" paper on music (page 5). Given the dismal track record of official cerebrators in such matters, it is still quite breath-takingly inept. It informs us, with a straight face, that the first objective of music education at age seven is to "demonstrate a general awareness of sound and a familiarity with everyday sounds in the environment", that the second is to "show a readiness to experiment with sound" and that the third is to be able to recognize the difference between high and low pitch, and the difference between loud and soft. This initial list of truisms is, however, a long one.

By the age of 11, the meaningless banality of the opening objectives has deepened, and the ambitiousness of the technical ones has been rendered even more daunting: "improvise and compose original music with or without recourse to a direct stimulus". The final objective sounds like an afterthought: "recognize something of the evocative and expressive qualities of music". What else should they have been doing? By age 14, the clichés broaden yet further to embrace music's cross-curricular and social importance, and by the age of 16, the objectives straddle the skills necessary for external exams and the predictably resounding array of educational objectives for the non-specialist majority. The organizational sections of the paper are practical and sensible, but that is the least we should expect from a bunch of top-flight bureaucrats.

At the end of the appendix listing the responsibilities of the departmental head is the charming little injunction: "Keep musically alert and alive; avoid a closed mind and professional isolation". Well, yes, but the horse has long since bolted: the foregoing pages would only have been written by people whose professional isolation is extreme. Simple-minded musical theory is presented with a bland humourlessness which practising teachers will find absurd; the paper's laudable emphasis on "music for all" fails to grapple adequately with the problem of dealing with individual giftedness in the few; pop music is referred to in a nervous afterthought.

As it happens, we have our own contribution to the debate this week: 12 articles in the Music Extra on Pages 35–42.

Michael Church

... no comment

"1. A teacher's salary is increased from £10,815 to £11,352. Calculate the increase in salary."

Question from the Joint GCE/CSE mathematics exam paper, set by the East Anglian Examinations Board and the Cambridge Local Examinations Syndicate, June 12, 1985.

Second opinion

Anyone for Merit?

Who wants Distinction and Merit certificates? The teachers' associations are solidly opposed and the examination bourds distinctly apprehensive.

The local authority associations are unimpressed. The Association of County Councils thought the proposals would be expensive and restrictive, and would have "little to say to the overwhelming majority of students in secondary education".

The Schools Curriculum Development Committee is equally uncompromising. Balance and breadth should be available to all, not just the most able, the committee says and "balance and breadth cannot be expressed simply in terms of subject labels . . .".

Even the Secondary Examinations Council is deeply divided on the issue, and has argued that implementation could damage the successful introduction of the General Certificate of Secondary Education.

Only the Headmasters' Conference had welcomed the proposals, with qualifications.

If the proposals are genuinely consultative – and their inclusion in five million GCSE explanatory leaflets does give rise to doubts – the tone of the replies does pose problems at Elizabeth House. There are variations of emphasis, of course, in the responses, and there is an occasional note of self-interest. But the one consistent theme is that breadth and balance are much more complex, and much more difficult of attainment, than these simplistic proposals would allow.

Even against the Government's own statements of curriculum policy, such as *Science 5–16*, the proposals seem narrowly prescriptive.

So what is Sir Keith going to do?

The temptation will be to drop the Merit proposals altogether, and their curricular justification of breadth and balance, and revert to his original intention of certificating "distinction" *per se*. What he really wants, one suspects, is an instrument of quality control: a benchmark of achievement that will allow governors to ask the simple question, "And how many D certificates this year, Mr Jones?"

Yet the objections to the Merit awards apply equally to the Distinction proposals. In operation they, too, will be narrowing and restrictive, effectively confining the curriculum of able students to examination courses, and confining the curriculum itself to the existing subject framework. They imply, it is true, a *cordon bleu* curriculum for *cordon bleu* students.

In the real world of the schools, however, it is impossible to confine the pursuit of distinction to those deemed capable of attaining it. Parents, and students too, quite properly rule this out. So the repercussions of the D model curriculum would reach well down the ability range and, given the alarming intention of allowing students as many bites of the *cherry* as they wish, well forward in the age-range, too.

None of this means that the schools do not share Sir Keith's concern for the achievement of our most able students: far from it. But we are entitled to a less simplistic definition of the excellence that we wish them to attain, and a less simplistic measurement of it. So, indeed, are our governors.

In the context of the new role for governors that the Government has proposed, both Sir Keith and the schools should surely be hoping for more searching questions about our joint achievement than, "How many D certificates this year, Mr Jones?"

There is, still, a willingness to try to identify both the criteria and the questions. It would be a pity if the Distinction and Merit decision were to preempt the debate.

Michael Duffy

Michael Duffy is head of King Edward VI school, Morpeth, Northumberland.

NEWS

Linguistics lagging, survey says

by Biddy Passmore

Few 13-year-olds can speak a foreign language fluently and grammatically or produce coherent and accurate writing of any length, the first national survey of pupils of all abilities has found.

But at least half can make themselves understood in exchanges about simple matters like buying food, and can produce an intelligible if inaccurate account of themselves in writing.

Contrary to the widespread view that British pupils are not interested in foreign languages, more think that learning a language is useful or enjoyable than do not. And girls, who tend to be better at languages, are also more enthusiastic.

These are some of the main findings of a survey, published on Monday, commissioned by the Department of Education's Assessment of Performance Unit from the National Foundation for Educational Research.

The survey, the latest in the APU's series of nationally applied tests, was conducted in June 1983. It covered 13 year olds taking French, German or Spanish as their first foreign language. The French tests covered nearly 5800 pupils in a random sample of schools in England, Wales and Northern Ireland. The survey of German and Spanish covered 4,300 and 2,900 pupils respectively in England alone.

The age chosen for the tests was 13 because languages are not commonly started before the age of 11 and only about one third of pupils study them beyond the third year.

While the findings endorse the gloomy view about British linguistic achievement, they also contain some encouraging signs and indicate areas for improvement.

They suggest, for instance, that many 13 year olds could cope with longer texts in the foreign language than they are currently given and do more independent writing and that the exclusive use of oversimplified teaching materials is not developing their skills to the full.

One of the main keys to improving communication is a good vocabulary, rather than recognition of grammatical features, the report says. It suggests that teachers place too much stress on learning nouns at the expense of verbs and other parts of speech which may be crucial.

The survey also reveals the value of the practical approach used in graded tests in improving pupils' listening and speaking. The performance of 13 year olds who had taken graded tests was at least as good in these two skills as the performance of pupils who had not, even though schools tend not to enter their higher ability pupils for graded tests.

While more pupils held positive than negative views of modern language learning, particularly in German, the following comment may strike a chord with those who have wrestled with the German language: "I don't really understand it where all those *der's die's and das's* come in it and unlights, whatever they are called. I would like to learn French."

Foreign Language Performance in Schools: Report on the 1983 Survey of French, German and Spanish. Copies available, while stocks last, from the APU, Room 1177A, DES, Elizabeth House, York Road, London SE1 7PH.

Tories accused of 'packing' boards

by Sarah Bayliss

The current system of school government which allows ruling parties on local authorities to pack governing bodies with political appointments has come into disrepute in a second rural county.

In Hereford and Worcester the Conservative party has been accused of tightening its grip on schools by dropping some non-political and opposition party governors in favour of card-carrying Tories.

A Tory faction has also tried to unseat Mrs Joyce Thomas, a fellow Conservative and governor of John Kyrle High School, Ross-on-Wye. Parents and pupils led a protest march through the town but Mrs Thomas, who has in the past staunchly opposed education cuts, was only re-instated after a Liberal councillor, Mr Roy Smith, offered her his own seat.

Last week *The TES* reported a row in Buckinghamshire where Conservatives have taken a hard line over appointments. In one case, a new Liberal councillor was denied a seat on the governing body of an adult education centre by the Tory candidate whom he had beaten in the county election.

Mrs Joan Sallis, an expert on school governors and a member of the Taylor Committee which recommended an equal partnership between parents, teachers, the local authority and community representatives, said this week that political domination and manipulation of school governing bodies had happened for years in urban areas and was now simply spreading to country areas. "The whole system is contemptible," she said.

Mrs Sallis has welcomed the White Paper "Better Schools" which says no single interest shall predominate on governing bodies in future.

Sir Keith Joseph, the Education Secretary, is planning a new education Act which will give parents and local authorities equal numbers of seats. The number of teacher governors will be limited but there will be a new category of co-opted governors to be chosen by fellow governors.

Hereford and Worcester Conservatives had their majority slashed to two in the May elections but the party has obtained a 2:1 majority on committees and is seeking to obtain a similar ratio on some governing bodies.

In Labour-controlled Redditch, many schools have lost Labour governors and some community representatives. This follows two meetings of the education committee in the past ten days where Conservative representatives have been voted in.

Dr David Muffet, Conservative chairman of education said that approximately 1900 governors had had to be appointed by the education committee and only 100 names had been opposed by his group. Some of them were unacceptable because they were "militants". "We have a right to expect that governors appointed by us will do their best to keep before their colleagues the policies of the local authority."

Bob Geldof: launching new appeal

To Africa with love . . .

Schools are being asked to step up their efforts to help famine victims with a new appeal called "Schools for Africa" launched by the pop singer Bob Geldof, organizer of the Band Aid charity.

Cut-out coupons will soon appear in national newspapers, magazines and on certain food products which children and schools can use to apply for six food sacks costing £4.

Pupils will be asked to fill them with bags of wholewheat flour, sugar, dried split peas and lentils and these must then be delivered to one of the 600 Red Star parcel offices run by British Rail.

The sacks will then be transported free of charge by British Rail to the Band Aid warehouse at Tilbury docks ready for sending to Africa.

SEA votes for takeover of church schools

by Biddy Passmore

A plan to integrate all voluntary schools into a single state system was approved as "a basis for policy" by the Socialist Educational Association at their annual conference last weekend. The SEA is affiliated to the Labour Party.

Under the plan, which SEA members say should be implemented by agreement and not by compulsion, the churches would surrender their rights over admissions in exchange for greater control over religious education. But religious education would itself become voluntary: any child wanting instruction in a particular religion would be entitled to have it provided at the state's expense, as part of the normal school day.

The conference also voted for an end to religious assemblies in school.

Now the plan, drawn up by a policy group chaired by SEA president Mrs Caroline Benn, will be discussed by members and finalized at a special conference in October.

Mr Graham Lane, the association's general secretary, conceded that the proposals might cause confrontation with the churches but commented: "I think if nothing's done, confrontation's going to occur anyway as rolls fall."

The conference also decided that the SEA motion to this year's Labour Party Conference would call for a new Education Act giving everyone over 16 the right to choose the appropriate combination of education and training. L.e.a.s would take over the Manpower Services Commission's role.

The five education spending priorities of an incoming Labour Government were spelt out to the conference by the party's education spokesman, Mr Giles Radice MP.

He said Labour would:

- immediately set up a major inquiry to establish a new salary level for Britain's demoralized teachers, to be phased in over the first years of the government;
- start a programme of urgent action to deal with the deteriorating state of many school buildings;
- give l.e.a.s extra money to fulfil a new statutory duty to provide nursery education;
- provide new resources for primary and secondary schools to implement Labour's "achievement strategy";
- introduce grants for all those in education after 16.

NUT urged to strike

Teachers in Liverpool are being urged to strike in support of other council workers in the event of redundancies brought on by the deficit budget.

The call was being made today at a mass meeting of National Union of Teachers members in the city's Empire Theatre. Schools were closed and up to 2,000 teachers were expected to attend.

Liverpool City Council, which recently set a deficit budget, has warned that 6,000 council employees, including 700 teachers, might be made redundant. The council faces a shortfall of £30 million to balance its books.

It is not clear whether redundancies among teachers will be made.

Meanwhile, 49 Liverpool councillors have been issued with notices of surcharge amounting to £106,000 by the district auditor, for failing to pass a legal budget in time.

Bill of sale

The Bill to allow polytechnics and local authority colleges to sell the by-products of their research and teaching to industry passed through all its stages in the Commons on Monday. The Further Education Bill, will give these public sector institutions the same rights to sell their expertise as universities already enjoy.

Demonstration expected over £1m cuts in Clwyd

A public demonstration in support of nursery education and in protest at a £1 million cuts package is expected next week at the Clwyd Shire Hall.

The package includes proposals to:

- top the initial term off the nursery year and to halve provision after that.
- redeploy 30 peripatetic teachers into classroom posts
- close down all the county's part-time youth clubs.

The proposals have aroused fierce controversy in the county.

Last week, the National Association of Head Teachers declared a collective dispute with the authority and more than 220 heads are refusing to co-operate with the implementation of cuts. The heads plan to continue their action until proper procedures have been gone through – including ratification by the full council on July 10.

They are particularly angry about the lack of consultation and "crisis management of the worst order".

Mrs Margaret Morgan, county secretary of the NAHT, said the atmosphere in the county was "like a circus" with emergency meetings being called and proper discussion going by the board. "People are getting very very desperate and very, very angry."

After the county council elections in May, the Conservative and Independent administration ordered that cuts were necessary because only three per cent had been allowed in the pre-election budget for the teachers' pay bill.

This week, nearly 550 parents packed into the Bryn Coch junior school in Mold for a protest meeting.

The fear was expressed that one proposal contained in a four-year plan to abolish nursery education altogether and to issue Section 12 closure notices this term might be implemented after the council meeting next week.

"Parents are intensely angry," said Mrs Sheila Naybour, chairman of the county federation of Parent Teacher Associations, "especially at the undemocratic way decisions are being made."

She said no parents had expressed the view that the teachers' pay dispute had precipitated the dispute."

Many primary posts have been frozen and, if the proposal to cut nursery education goes ahead, 88 full time teachers will have to be redeployed.

Cells and batteries

"Cells and batteries"—a new resource pack on primary and secondary cells, aimed at 13-16 year old science students, is now available from Duracell UK.

The pack comprises: colour filmstrip and commentary notes, teacher's guide, task cards giving simple experiments and questions, fifteen booklets for in-class use, and general information on the care and maintenance of batteries.

For more information on the pack please contact Lesley Chilton at Duracell UK on 0293 517527, or complete the coupon below and send it to: Lesley Chilton, Duracell UK, FREEPOST, Crawley, West Sussex RH11 0ZB. (no stamp required).

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Which way for higher education?

Shirley Williams accuses the Government of "willing the ends but not the means" in its Green Paper on higher education and argues that even its ends are out of date.

Naive rather than Green

The Government's Green Paper, *The Development of Higher Education into the 1990s*, is directed to two objectives it is difficult to reconcile. The first is to persuade, and if necessary to direct, higher education to switch places from the arts and the social sciences to science, engineering and technology. The second is to reduce public expenditure on higher education, though the Green Paper's formulation of this objective is couched in more acceptable strictures about getting resources from the private sector.

The Government's second objective depends upon the reduction in student numbers of 14 per cent to 492,000 in 1996/7, preceded by a reduction of 2 per cent annually in the higher education budget in the next few years. Students of science and engineering are, as the Green Paper shows, 60 to 80 per cent more costly to educate than students of the arts and social science. The Green Paper's projections of first degree home graduates for the rest of the decade aim for an additional 1,700 engineers by 1989/90, and show only a slight decline in the number of scientists within an overall student total 1,100 below the 1983/4 figure.

From their straitened budgets, the universities and polytechnics will have to find £6 million a year to finance the new distribution between subjects. The Government's additional £43 million meets that, but leaves the institutions to cope with the 2 per cent annual cut in funds by concentrating research, improving management, and closing departments and, if necessary, whole universities.

Let us now begin at the other end, not with the Green Paper and the Government's objectives, but with the national need. There is a serious, indeed critical, shortage of engineers and technologists. The First Report of the Butcher Committee in 1984 put the shortfall of qualified engineers in information technology at 1,500 in 1984, rising to 5,000 by 1987/8. A Policy Studies Institute study of the use of microelectronics in manufacturing industry published earlier this year gave a much higher figure. On the basis of answers from firms to questions about their need for engineers with skills in microelectronics, the authors of the PSI study calculated the shortfall at 21,000. Even that figure left out services, many of which need people with similar skills. The Government's projections of scientists and engineers within a declining student total go nowhere near meeting the need. The Green Paper represents a blueprint for a country which accepts economic and technological decline.

Even the modest increase in the Green Paper may not be achieved. The examination boards report a decline in the number of young people offering mathematics and physics at A level. The schools themselves, trying to cope with falling rolls and rate-capped budgets, find it difficult to attract and keep good teachers in these subjects. Some schools no longer offer separate sciences, such as physics or chemistry.

Nor is the situation likely to improve. A letter from the Under-Secretary of State, Mr Bob Dunn, to a Labour MP, Mr Brian Sedgemore, revealed declines of 27 per cent and more in the number of teachers in training for these subjects.

The paradox is that firms themselves are not looking so much for highly specialized engineers and scientists (though they need some) as for young men and women with a broadly-based education comprising knowledge both of science and the humanities. That is what society needs too. Politicians, lawyers and civil servants with arts degrees, who understand nothing of science and technology, will make misguided, badly-informed decisions.

The frightening gulf between the educated people we need and the ability of higher education to respond can be met only by tackling the early specialization required by the English and Welsh public examination system, by moving on from the sadly postponed reform of O levels to a much more drastic reform of A levels than is implied by the introduction of AS levels. The Green Paper declares that the Government "has decided to promote greater breadth for those engaged in A level courses without reducing standards by introducing the AS level examination"; but this is unrealistic in a crowded sixth-form curriculum. A broader education is incompatible with the level of specialization now demanded in A levels.

The international baccalaureate, or to take a different model, the Scottish Higher Certificates are much more appropriate to the kind of education the new technologies require. To them should be added evidence of practical competence. The Technical and Vocational Education Initiative (TVEI) should be extended to pupils in academic streams and become a required element in entrance to higher education. Nothing more clearly demonstrates what is wrong with the universities, for all their excellences, than the recent pamphlet issued by the Committee of Vice-Chancellors making clear that A level subjects "which involve practical skill" are the least acceptable of all. When will the thinkers recognize the achievements of the makers?

Our main industrial competitors, Japan and the United States, maintain a broad education not only up to 18, but beyond. The National Advisory Board proposal for a two-year diploma course which would earn students credits that could contribute towards achieving a degree was right on target. In its uninspired response, the Green Paper revealed how little has been understood of what is happening in higher education elsewhere. It will take time to alter the school curriculum and the examination systems to reflect the need for a broadly-based education. If my own experience of reforming O levels is anything to go by, delayed eight years by a change of Government, reform of A levels could take a decade or more. How do we bridge the gap?

A national credit transfer system would help. Those holding sub-degree qualifications should be encouraged to move on to more advanced studies by the recognition of what they have already achieved. The need is urgent, but the Green Paper only refers to it in passing, in discussion of Business and Technician Education Council qualifications as a step to degrees.

The other part of the answer is to be found in continuing education, which the University Grants Committee wisely recognized as an addition to the original Robbins principles. The Green Paper's chapter on "Education throughout Life" is utterly inadequate. It pays lip service to continuing education, but escapes from any responsibility by saying it "does not believe that the arguments for taxpayer-support are the same for initial higher education." It declares the Open University should be "in the forefront of the application of information technology" to continuing education, but admits how savagely the Open University's development work has been cut.

The Green Paper makes no reference whatsoever to the European Commission's estimate that between half and three-quarters of the Community's workforce will require some retraining within the next five years, but since there is no reference in the entire document to student exchanges within the Community or co-operation on research, that is hardly surprising.

The Government concludes with "regret" that no substantial part of established public funding responsibilities for higher education can be shed. It does not, however, accept the logic of that conclusion. It expects the private sector to sponsor engineering students, but that isn't happening. To quote from the 1983/4 annual report of one university, Bath, which has an excellent reputation in this field, "In spite of the new students' good A level results, many have found it impossible to secure industrial sponsorship; some had made over 20 applications!"

It expects industry to finance fundamental research and has therefore refused to increase the science budget, yet there is virtually no industrial funding in Britain for long-term speculative research, despite a record of outstanding achievement; firms about to invariably demand confidentiality before they will put research findings even when that is necessary, which prevents them benefiting from it by selling to industry as a whole.

The Government, in short, wills the ends but not the means, and the ends themselves are no longer appropriate to the era of new information technology. Technological and scientific achievement flourish in a society that welcomes them and knows how to use them. Such a society will be one in which understanding of the humanities and of science and technology are seen not as conflicting alternatives but as complements. The Green Paper, with its sinister references to "guidance" and its view of higher education as a production line for jobs concerned in the narrowest sense, plans for an unskilled and mechanistic environment in which few would want to live.

Shirley Williams, the former Education Secretary, is president of the Social Democratic Party.

Student figures may rise

The Government will have to revise its projections of student numbers upwards if the White Paper, *Better Schools*, improves educational standards, according to Sir Keith Joseph.

The Education Secretary told the Commons select committee on education last week that it was not "legitimate" to assume the *Better Schools* policies would be successful, and the Government Green Paper on higher education had taken no account of them.

Sir Keith attacked student unions for "behaviour thoroughly unworthy of a free society." Some universities had "explicitly or implicitly" banned speakers whose views were unacceptable to a minority of students, yet higher education institutions should be "sanctuaries of free speech and debate", he insisted.

He also announced that the Government would spell out the financial and administrative implications of the Green Paper next year, to allow time for consultation with institutions of higher education.

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(173)

NATFHE campaigns for handicapped young

by Diane Spencer

Handicapped young people are not getting their fair share of further, higher and adult education, a college lecturers' association claimed this week.

A campaign to improve the integration of disabled students into colleges, polytechnics and adult education centres has been launched by the National Association of Teachers in Further and Higher Education. It has also published a guide to good practice which points out that the proportion of handicapped students on full-time courses varies from nil to 6 per cent within colleges.

One of the reasons why the figures are so low is that lack of provision has been stifling demand, NATFHE says.

The guide gives advice on drawing up a policy statement on special needs, and providing the type of information students require. It also includes a model admissions procedure and checklists for interviews and physical access.

Launching the guide and the campaign at a conference in London this week, Mr John Baillie, principal of Southwark College, called for an end to segregated post-school education.

"Colleges of further education are extremely comprehensive and cost-effective providers for special needs," he said. Mr Baillie reminded local education authorities that they had a legal responsibility to provide full-time education, if required, for all young people up to the age of 19, including those with disabilities. "To deny that opportunity is to impose a life-long handicap," he said.

Handicap, disability and special learning needs: a guide to good practice in further and higher education is available free from NATFHE, Hamilton House, Mabledon Place, London WC1 9BH.

Third World can use gifts of old stock

Britain's school cupboards contain equipment which, though obsolete here, would be a godsend to Third World countries.

Dr Ivan Tucker, a Manchester University audiologist, said that old stock in schools and other institutions could benefit underdeveloped countries.

With colleague Dr Michael Nolan, he visited Ethiopia in January to fit deaf children at a school in Addis Ababa with hearing aids.

Dr Tucker told a Manchester church group who funded the trip: "Many of them were obsolete models which we had given to us by schools here, but they helped some of those youngsters to hear for the first time."

The audiologists emphasized that food was not the country's sole need. Indeed, many Ethiopians did not appreciate the extent of the famine in the north.

For their next trip in October they are collecting not only hearing aids but footballs.

Make your own music: HMI message for pupils

by Susannah Kirkman

"Music for all" is the message of HM Inspectorate's paper, "Music from 5 to 16", published this week.

"Music education should provide first-hand musical experiences which are sufficiently absorbing and challenging to engage all pupils' continuing enthusiasm," says the paper, the fourth in the HMI series, *Curriculum Matters*.

Children should have the chance to take part in practical music-making, and should experience "the musician's fundamental activities of performing, composing and listening". By working directly with the raw materials of music, young people can best discover its vitality and power, the paper says.

The lives of composers are less important than opportunities for pupils to compose music. Playing back and appraising their own compositions should be an important part of music for junior secondary pupils, and will also help them to listen critically to the work of classical and other composers.

"A group of children who have created their own march will be interested to compare their composition with examples written by Schubert, Sousa and Prokofiev" the paper says. "Those who have created their own avant garde 'soundscape' will listen all the more attentively to a piece by Stockhausen, Ligeti or Penderecki."

Keeping in tune: inspectors believe pupils must become more involved in all forms of music.

Improvisation also enables pupils to gain an enhanced experience and understanding of music. And introducing electric keyboards, oscillators and synthesisers can add stimulus to this work. Although playing by ear and improvising are sometimes seen as forms of self-indulgence, they can have a liberating effect on singers and players alike, according to HMI.

Pupils should be encouraged to play in ensembles, to develop practical musicianship and to take musical initiatives, rather than learn a few pieces by rote. For younger children, singing is important, ranging from pop to cantatas and operas by the time pupils are 14.

But music should not become isolated from the rest of the curriculum. It can be used in the teaching of religious education and drama, to evoke the atmosphere of a historical period or to add dimension to geography lessons. Scientific observation of the properties of tubes, bells, drums and loudspeakers can help pupils understand the important connections between music and sound, HMI says.

The paper lists objectives for pupils aged 7, 11, 14 and 16, but the main aims of music education are to develop:

- A sensitive response to sound in general, and to music.
- Insight into areas of experience which cannot be verbalised.
- The capacity to express ideas and feelings symbolically through the medium of sound.
- Necessary skills and concepts entailed in singing, playing, composing and listening.
- Social skills and awareness through making music together.

It should also offer pupils the chance to experience personal satisfaction and self-confidence from striving for high musical standards.

Sir Keith Joseph, the Education Secretary, has commended the paper. He believes it will improve standards in schools and extend their range of provision.

"Music from 5 to 16" is available from HMSO, price £1.50.

Heads alarmed at training shortfall

by Bert Lodge

Applications to train as teachers in shortage subjects are so drastically down on last year that if the gap between applicants and recruits is repeated, as many as one third of places could remain unfilled, says the National Association of Head Teachers.

The association has written to Sir Keith Joseph, the Education Secretary, drawing his attention to the "alarming shortfall" in the take-up of places in maths and science on BEd and PGCE courses last year.

This year, the prospects are even more serious, say the heads. By April, only 409 applications had been received for a target of 408 physics places. Yet last year, applications fell from 601 in April to 428 in autumn, a drop of more than 40 per cent, showing how eventual take-up is considerably lower than the number of applications.

The maths figures are even more serious, says the NAHT. The April 1984 applications figure of 1310 fell to recruitment of only 801 for a target of 931 (a drop of 63.5 per cent). The 1985 April figure for the same target is 968. The same drop of 63.5 per cent would see the autumn recruitment at 614 (317 short of target).

The letter points out that 1985 applications for teacher training are down so far in all subjects on the 1984 figures in both PGCE and BEd courses, with the exception of BEd business studies.

"It must be pointed out that the current climate with regard to teacher salaries and unrest will do nothing to encourage a single person to apply for teacher training."

Last week, the Advisory Committee on the Supply and Education of Teachers proposed additional cash bursaries to tempt students into training for shortage subjects.

Parents rush for school loans

A new loan scheme to help parents send their children to fee-paying schools has brought in applications totalling £3 million, only a few months after its announcement.

The National Westminster Bank Independent Schools Information Service scheme, which was launched in February, caters for fees due in the next five years.

Why time is running out . . .

2 July 1985

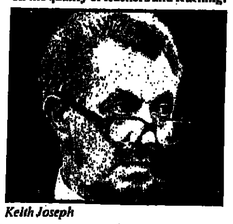
Dear Mr Jarvis

In the past week, I have met representatives of the Association of Metropolitan Authorities and the Association of County Councils to discuss my open letter of 21 May and to answer certain questions arising from it in advance of Wednesday's meeting of the Burnham Primary and Secondary Committee. I have decided to write to you as Secretary of the Teachers' Panel because it seems important to me that members of your panel should be aware of the key points made at these meetings.

The main points about 1985/86, which are already public knowledge but which I repeated at the two meetings, were as follows:

1 the Government has taken a firm decision not to make extra resources available to local authorities for 1985/86 nor to make changes in the system for targets and penalties for that year;
2 the Government is equally firm that local authorities' expenditure baseline for 1986/87 would not be adjusted on account of an end-loaded settlement for 1985/86;
3 the possibility of additional resources for 1985/86 was lost by the failure to produce an acceptable, affordable and negotiable reform package which, in accordance with my letter of 5 July 1984 to the education chairmen of the Local Authority Associations, I could have commended to my colleagues.

I very much hope that that position will not arise again for 1986/87. My 21 May letter made clear the Government's willingness to provide some additional resources for that year to secure progress towards the Government's objectives. These are to improve quality and standards in the education service. In output terms these imply improvements in curriculum and pupils' educational achievements. These depend to an important degree on the quality of teachers and teaching.



Keith Joseph

The following is the text of a letter on the teachers' pay dispute that Sir Keith Joseph sent this week to Mr Fred Jarvis, general secretary of the NUT.

Hence I want to see pay, conditions of service and management of teachers which result in recruitment of the right kind of people, trained in the right kind of way, motivated to give of their best and to improve themselves through an expanded network of in-service training, and deployed to match the needs of pupils.

A clear, formally agreed and generally accepted description of teachers' duties and responsibilities seems desirable, together with a pay structure which matches recruitment, motivation and management needs.

For additional resources to be made available for 1986/87 it will be necessary for the parties to reach an acceptable quality and standards in the education service. In output terms these imply improvements in curriculum and pupils' educational achievements. These depend to an important degree on the quality of teachers and teaching.

October is therefore a real deadline and it is important that negotiations get under way quickly. It would be tragic for there to be no extra resources for 1986/87 because of an insistence that 1986/87 cannot be addressed until 1985/86 is settled.

Time is short. I am very ready to join such discussions as might be considered necessary to make progress at the rate required.

I am sending copies of this letter to the Chairman of the Management Panel and to the Chairman of the Committee, Sir John Wordle. I am also releasing it to the Press.

Yours sincerely,
Keith Joseph

Cuts opposition growing, says poll

by Paul Flather

More people oppose cuts in education expenditure now than a year ago, according to a survey of British social attitudes published today.

The survey, based on 1,700 interviews carried out last year, shows just 5 per cent of the population favour tax cuts if they led to cuts in education, health or social benefits, down from just 9 per cent in favour a year earlier.

Overall, the survey reveals declining support for Government economic policies. Last year's report showed that 87 per cent of the population opposed government cuts in education and health spending, but this year the figure had increased to 89 per cent opposed.

The survey, the second in what is hoped will be an established annual series, was carried out by the independent academic institute the Social and Community Planning Research, and edited by Professor Roger Jowell and Ms Sharon Witherspoon, of the institute.

The most significant change over government policy comes in the increased support for cuts in defence spending, now backed by 48 per cent compared with 42 per cent in last year's report. The young are particularly in favour of defence cuts.

The respondents were also asked to rank their priorities for increased public expenditure and, once again, education was picked out, coming second to health as a priority. In all, 51 per cent saw health as the top priority, with education second, backed by 20 per cent.

The survey, the second in what is hoped will be an established annual series, was carried out by the independent academic institute the Social and Community Planning Research, and edited by Professor Roger Jowell and Ms Sharon Witherspoon, of the institute.

Also, those who had more experience of education, for example at college or university, were more likely to support extra education funding. This might explain why men were significantly more in favour of extra expenditure than women: for historic reasons more men than women continue education after 16.

The survey also contains an interesting section on sex roles and gender issues which shows overwhelming support for the provisions of the equal opportunities laws. It shows, for example, that 96 per cent of the population back the provision for boys and girls to study the same subjects at school, with just 2 per cent dissenting.

** British Social Attitudes: The 1985 Report, edited by Roger Jowell and Sharon Witherspoon, published by Gower. £18.50 hardback, £9.95 paperback.*

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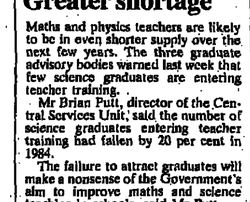
L.e.a.'s warning stops girl from going to church

by Bert Lodge

A 15-year-old schoolgirl who had been going to church at nine am one day a week because her school did not have a religious assembly has been stopped by a warning from the local education authority that she is breaking the law.

But Mr Michael Fleming, father of Morag Fleming, a pupil of Sir Henry Cooper High School, Hull, said this week his daughter would resume attendance at the Wednesday morning communion service in September at nearby St Michael and All Angels if that was what she wanted.

The National Association of Head Teachers last week called for the legal requirement of a daily act of collective worship to be amended together with the compulsory inclusion of religious education in the curriculum.



Harry Greenway

Mr Graham Laws, head of the school, agreed that an act of collective worship was no longer held daily although religious education was on the syllabus for all seniors and the subject was flourishing as an examination option.

Professor Arthur Pollard, recently elected chairman of Humberside education authority, said he had already asked the director of education to remind all heads that they had a statutory obligation to conduct assembly.

Mr Fleming said his daughter had been missing a physics lesson each Wednesday morning. "She is very religious and is attending confirmation classes and hoping to be confirmed in autumn."

● Mr Harry Greenway, Conservative MP for Ealing North and a former head, last week tabled a Commons question urging Sir Keith to stand firm against the NAHT call to end compulsory daily collective worship.

"We will never cure soccer and other social violence unless we get proper religious education in schools," he said.

Flat racing: This lowly tricycle reaches the speed of 40 mph. It was built by Andy Smith, aged 17, as part of his GCE O level exams at Hardye's school, Dorchester. The project cost £150, and Andy says, "It's a very stable machine to ride and very comfortable."

Lecturer did not declare interest

by David Jobbins

The effectiveness of teacher representatives on local education authorities has been severely undermined following a lecturer's conviction for failing to declare a pecuniary interest, according to his union.

Urgent talks on the case, which hinged on whether the lecturer should have declared an interest and taken no part in a debate on a grading dispute at his college, are to be sought with the Department of Education and Science.

And the union, the National Association of Teachers in Further and Higher Education, is virtually certain to appeal against the conviction.

But if it cannot achieve satisfactory guarantees for its teacher representative members, the union may withdraw them altogether.

Mr Kevin Whitston, a Lecturer I at Solihull College of Technology, was prosecuted under the 1972 Local Government Act after he failed to declare an interest when the education committee discussed a dispute over gradings at his college. He denied the charge.

The prosecution alleged that he had been warned he might have to declare a pecuniary interest because he could possibly become one of the lecturers up-graded. But Mr Whitston, who took advice from NATFHE's lawyers, refused to declare an interest because this would have barred him from the discussion and subsequent vote.

Mr David Triesman, NATFHE negotiating secretary, said the decision made it difficult for teacher representatives to operate properly and with confidence.

"At the moment we believe teacher representatives should carry on despite the fact it must be acknowledged that we cannot guarantee almost anything they say will not be regarded as illegal," he said.

"Mr Whitston will obviously have to be very cautious and prudent, as will every other teacher representative in the country. If they have to be so cautious and prudent they cannot do the job, and we will have to consider whether we should have them there at all. – *THES*

DES asks for volunteer parent groups to fight drug abuse

Even teachers in primary schools should be informed of the tell-tale signs and symptoms of drug abuse says a new booklet issued by the Department of Education and Science.

Called *Drug misuse and the young*, it suggests that in areas where the drug problem is particularly severe voluntary parent groups could be set up in schools to help combat the problem.

Launching the booklet, Mr Bob Dunn, junior minister, said his department had already set aside £4 million over two years to help 100 local education authorities appoint co-ordinators to stimulate local activities against drugs misuse.

The co-ordinators could work closely with any voluntary parent groups set up in schools.

One role for such groups would be to assist other parents in the schools who faced drugs problems over their children.

He said no statistics were available to show the extent of drug use among children of school age, "but the information we do have is that drug taking is not a problem on school premises, it is outside school hours.

"The behaviour of a child during school hours, however, may be the first indication of the problem and can set off the red alarm bell," he said.

The booklet says it would be unrealistic to expect fully-trained experts in drugs to be present in every school, but suggests that selected members of staff might be nominated as "consultants" within a school, making their knowledge and expertise available to other staff.

Swann speakers cross picket

Pickets could not discourage two of the speakers at last Saturday's conference on the Swann report, organized by the London Borough of Brent's race relation's unit.

Mr Trevor Carter, senior liaison officer for the Inner London Education authority, and Professor Bikhu Parekh of Hull University, (both have served on the Swann committee), decided to cross the picket line.

The meeting attracted a large audience despite picketing by local community groups.

Estimates of pickets from about five groups varied between 15 and 50.

Another speaker, Mr Errol Lawrence from Birmingham University, had already agreed to withdraw from the conference a week before.

Mr Raj Ray, a teacher in Brent, and a member of the Society of Black Teachers, said he had boycotted the conference because of the "poor track record" of the unit in supporting black teachers in the borough. It was hypocritical of them to call this meeting, he said.

Professor Parekh and Mr Carter decided to address the conference because they felt that the pickets were not truly representative of the community and it would have been unfair to the 300-strong audience had they not done so.

Heads plea for pay structure

Secondary school headteachers in Suffolk have appealed to the Government for proper funding of the service and the implementation of a "worthwhile" salary structure for teachers.

In a statement, the teachers say: "The dangerous deterioration now so evident in our schools must be halted. In our view, the only hope lies in a wholehearted recognition by government of existing achievements.

"Teachers need to be rewarded for what they have already accomplished as well as to be offered an incentive to achieve more.

"No progress will be made with further vital reforms without the restoration of dignity and self-respect to the classroom teacher."

Greater shortage

Maths and physics teachers are likely to be in even shorter supply over the next few years. The three graduate advisory bodies warned last week that few science graduates are entering teacher training.

Mr Brian Putt, director of the Central Services Unit, said the number of science graduates entering teacher training had fallen by 20 per cent in 1984.

The failure to attract graduates will make a nonsense of the Government's aim to improve maths and science teaching in schools, said Mr Putt.

Mr Norman Tebbit, Trade and Industry Secretary, presented a special Free Enterprise Award to Baroness Cox (above) for her campaign to protect freedom in education. The award was given in London this week by Aims of Industry, the right-wing pressure group whose motto is "Freedom needs free enterprise".

Mr Michael Ivens, its director, said Lady Cox had done more than anyone else (except, perhaps, her co-author Dr John Marks) to oppose the politicization of education. To show how necessary this was, he cited picketing of schools by teachers and awards given by Hackney Public Library to children as young as six for designing rate-capping posters.

Lady Cox, invited to say a few words as she was leaving the platform, seized the opportunity to launch into a 15-minute speech condemning the trends to force all pupils into a monolithic state system and to subvert young minds by such means as peace studies and anti-police propaganda.

Special school wins praise

HMI reports

Pupils with special educational needs receive a rich educational experience at Crowdy's Hill Day School, Swindon, according to Her Majesty's Inspectors.

The school, which caters for a range of disabilities, including language and behavioural problems, the partially sighted and partially deaf, is commended for the way in which its pupils are encouraged to find pleasure in learning. Inspectors say it is not usual for young people with learning difficulties to receive such a broad and varied education.

But they suggest that it would be valuable to encourage more learning through discussion, group work, discovery methods and planned opportunities for the practice of skills in "reality situations".

In most subjects, the work is systematically planned but avoids the pitfalls of conformity, the report says. In some areas, though, such as art and heavy craft – woodwork – there is a need to identify and define objectives more clearly and find effective ways of achieving them.

Inspectors also think more could be done to make use of the teaching accommodation, which includes a purpose-built main building, an industrial unit of two linked huts on the nearby college campus and a terrace house with garden for training in life skills.

They conclude that there is a sound base in the school of professional expertise, genuine care and concern for pupils and willingness to respond.

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honeypot Lane, Stanmore, Middlesex HA7 1AZ. Also available from l.e.a.s.

Their report on Leigh Voluntary Controlled Church of England High School says that there were 934 pupils on the roll in the 11 to 16 age range, but numbers were falling noticeably. There were 232 pupils in year 4 but only about half that number, 119, in year 1. It was likely that intake would remain at four forms of entry.

They add: "Free parental choice of secondary schools does not enable this school to predict its eventual size accurately nor in consequence plan the curriculum staffing needs well in advance."

Another consequence of falling rolls is that staff are having to teach their second and even third subjects.

On the plus side, the contraction may mean that the library, at present used as a classroom, will be made available as a central resource for all departments.

The school is said to maintain a broad curriculum in the first three years and for most older pupils; to enjoy good relationships and to provide an interesting and well organized environment, where it can exercise control.

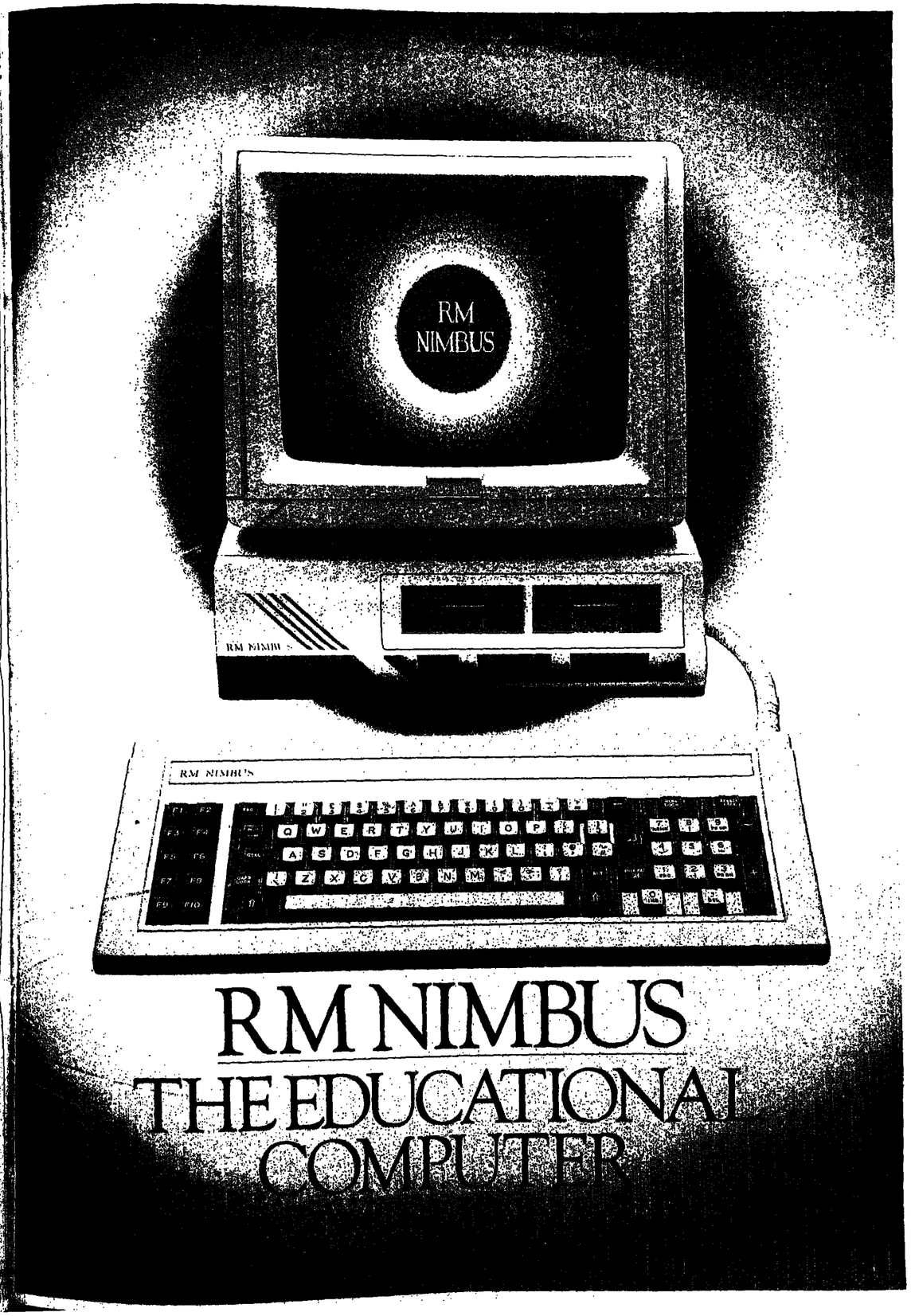
Three major areas of weakness are identified by inspectors at Tynedale High School, Blyth, Northumberland.

In a report which is otherwise complimentary, they say departments work too much in isolation from each other, so that many cross-curricular issues such as numeracy, oracy, and assessment are not seen as the whole school's concern.

In the fourth and fifth years, the numbers not taking science – 76 girls and 34 boys – is "a matter for considerable concern".

A total of 23 A level groups and five O level groups in the sixth form have five or fewer students in them. Inspectors say that some A level subjects, such as design technology and computer studies in Year 6 and engineering drawing in Year 7, have such small numbers that the school might consider whether their continuing to be offered is placing too great a burden on staff time.

But they say there is an atmosphere of optimism in the staff and many examples of good, and sometimes excellent work.



Learning to read just by reading

by Virginia Makins

A teacher in Peterborough has persuaded the staff in two primary schools to throw out conventional aids for teaching reading.

They no longer use flash cards and word fins and colour coding of books by levels of difficulty. Nor do they teach sounds, blends and phonics.

Instead, they simply read an enormous variety of books to and with children, and encourage parents to do the same.

Mrs Liz Waterland developed what she calls the "apprenticeship approach" to reading when she was the teacher in charge of language at Northborough School, Peterborough. Since then, she has moved to another local school, Brewster Avenue infants, as deputy head.

The new approach grew out of her dissatisfaction with the results of conventional methods. Most children were learning to read sufficiently to reach a reasonably appropriate level on conventional tests.

But even when their reading ages were above their real ages, she found that a great many of them seldom, if ever, did read with much understanding or enthusiasm.

So she went back to the theory about how children learn to read, and was attracted by the many authorities, both American and British, who suggest that children naturally learn to read in much the same way as they learn to talk.

The adults' job should be to help them to do it, accepting their early attempts, helping them with what they can nearly do, and taking over when they want to do something that is too difficult for them.

Mrs Waterland has now set out the way she and her colleagues have translated the theory into everyday practice in a booklet called *Read with Me*; published yesterday.

Many primary teachers would share the intentions behind the method; to get children to read and enjoy a wide range of books. What is unusual is the wholehearted way the Peterborough schools have put them into practice.

The key idea behind the approach is that reading cannot be taught in a formal sequenced way any more than speech can. Reading is not a series of skills, fluently used, it is a way of getting meaning from text.

But the practical difficulties of putting the ideas into practice seemed formidable. Mrs Waterland feared – wrongly, as it turned out – that it would be impossible to explain to parents.

"We no longer proposed to *teach* reading at all . . . I intended that the children should, like Biddy in *Great Expectations*, 'catch it like a cough'. It all seemed a parents' nightmare." In fact, parents have been very enthusiastic about the new approach, and its results.

Instead of focusing on getting parents to hear children read, the teachers encouraged them to read to and with children. Gradually, the children began to take over with familiar or favourite books.

The children took home any book they chose. Each school book came with a card suggesting some simple activities and discussion points that might come out of the book – provided children wanted to do them.

The second main ingredient of the approach was the selection of books. The one main criterion was whether children would enjoy them. Books had to be readable aloud "without sounding lunatic", with natural predictable language.

The teachers looked for humour, pattern, high quality illustrations, all things that appealed to children. Children also made their own books, at first using the Breakthrough sentence makers, which the teachers found the best way of giving children early mastery of written language.

The teachers' job was partly, like the parents, simply starting to read with the children and letting the children take over when they wanted.

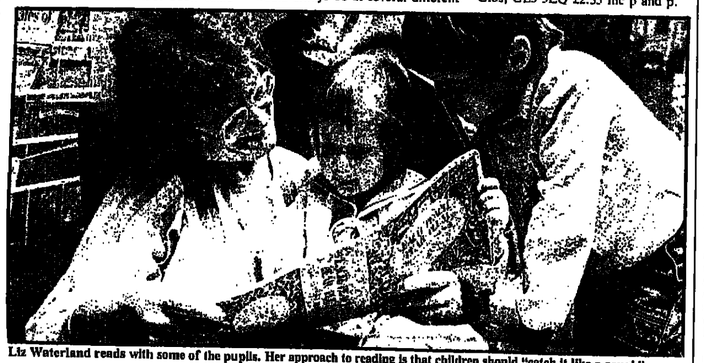
They found there were clear development stages and strategies, which could be recorded – but the children would always be at several different stages at once, depending on the book they had chosen that day or week.

Mrs Waterland stresses that the strategies cannot be taught. All teachers and parents can do is to offer the conditions in which children can develop them and practise them without feeling tested or threatened.

Her booklet describes how she organizes her own classroom in some detail, and also suggests a way of recording children's development.

As a result, she claims, children who would not have learned easily are now learning very quickly and confidently. Reception class children are devouring books, first having them read and then reading them: many children read more than a hundred books in their first year.

Read with Me: An Apprenticeship approach to reading, available from Thimble Press, Lockwood Station Road, South Woodchester, Stroud, Glos, GL5 5EQ £2.35 inc p and p.



Liz Waterland reads with some of the pupils. Her approach to reading is that children should "catch it like a cough".

Inspectors find little faith in RE classes

Religious education is on the whole poorly taught in the 24 primary schools in Mid-Glamorgan recently visited by HM Inspectors.

The subject is not well-organized, the majority of staff in those schools have no specialist qualification in RE and in 11 of them no member of staff has any qualification to teach the subject.

Schemes of work had little or no reference to the agreed syllabus and out of 13 claiming they did, 12 had in mind an agreed syllabus drawn up 20 years ago rather than the one recently adopted.

In response to a questionnaire, 11 of the 12 said they had no textbooks, few had sufficient Bibles and "disappointingly" few used RE broadcasts.

Assemblies, however, are generally carefully planned and successfully bring people together in a caring atmosphere to share both sad and happy experiences. In some assemblies, pupil participation is substantial and most schools have a good repertoire of hymns.

Schools were generally unaware of the nature of the new agreed syllabus though many complained that it was insufficiently detailed for staff not trained as specialists.

In most schools, schemes of work are drawn up by the head with individual teachers selecting their content to suit their particular age range.

Six schools left the question unanswered about their schemes of work relating to an agreed syllabus. One school requested a copy of the adopted agreed syllabus, if available. Only six schools claimed their scheme of work related to the new agreed syllabus in RE.

In only two schools were staff designated as consultants for RE and in only one did a member of staff take classes other than her own. All teachers claimed RE was an element of professional studies included in their college course but that the time given to the subject was barely adequate in preparing them to teach it in schools.

Few heads or other members of staff had attended in-service training courses in the subject in recent years. Some heads had attended an afternoon session in the local teachers' centre to discuss with an adviser the new agreed syllabus adopted by the Mid-Glamorgan local education authority.

Few schools give any specific teaching in other faiths, their sacred writings or festivals so pupils know little about how followers of other faiths worship or behave. In most schools the subject is linked to Bible stories which are generally read or told to the class.

This probably accounts for fidelity to the old agreed syllabus which was "far more prescriptive and adopted a biblical chapter and verse approach offering to many schools, as they conceived religious education, a far more secure base".

The Inspectors found little satisfactory in the pupils' written work. It was frequently insubstantial, lightly marked or rarely assessed with a view to determining how well pupils understood religious concepts. In many schools pupils had few opportunities to write in their own words and few pupils were given the opportunities to ask awkward or difficult questions.

Not many schools encouraged pupils to express aspects of RE through dance or drama.

The Inspectors concluded: "Few schools have received help from outside agencies and many are unaware of the new emphasis within religious education as reflected in recent agreed syllabuses or in modern resource material.

"In many schools there is a lack of confidence in teaching anything other than biblical material in a straightforward, narrative manner."

A survey of religious education in 24 primary schools in Mid-Glamorgan. Education Dept, Welsh Office, Cathays Park, Cardiff CF1 3NQ.

Anglican schools high on risk list

by Bert Lodge

Six out of 10 primary schools small enough to risk being closed are Church of England, a survey has found. And this could lead to conflict not only between Church and State but also between diocesan education authorities and their parishes.

The survey was made by Dr John Gay, director of the Culham College Institute for church-related education and based on DES statistical returns for January, 1984. It points out that the White Paper, *Better Schools*, published in March, stipulated the number of pupils in a primary school should be enough to justify at least three teachers for it to be educationally satisfactory.

Yet "taking all schools which have 60 or less pupils (and so being most unlikely to generate the minimum of three teachers identified by the DES as necessary) one finds that 60 per cent are Anglican, 36 per cent county and 3 per cent Roman Catholic". This means that out of 2,407 schools with fewer than 60 pupils 1,440 are C of E.

The survey found that of those with 25 pupils or fewer, twice as many (64.5 per cent) were Church of England as were county schools (32.5 per cent). Even going up to the higher pupil limit of 100 just over half are Anglican, 2,371 out of 4,613.

Given that the purpose of the White Paper was to establish the principles on which the DES intends the school system to develop, it is apparent that larger primary schools are a key feature, says the report. And "if a concerted movement towards fewer and larger primary schools is initiated then the partnership between Church and State is going to be tested".

The arguments for and against small schools are avoided in the survey which, however, remarks that in this area "research evidence is weak and rhetoric strong". But the Church at both national and diocesan levels "will need to think through more fully what its policies should be in relation to this movement towards larger schools".

If the Church decides to operate as a positive partner it is likely to agree to a number of schemes which involve the closure or amalgamation of small church schools. And the management of conflict between diocesan authorities and aggrieved parishes is likely to become a serious issue, the report predicts.

"Few issues generate more heat in a small community than the threat to its school. Almost inevitably the local incumbent and parish church council will fight for the school and very often the vicar is also chairman of the school governors.

"On the other hand, diocesan education committees and their officers have to work closely with L.e.a.s in order to agree a sensible overall plan for church schools within the politics and resources agreed through the local democratic system.

"When a diocese feels it should support the closure of a church school it is likely to bring it into conflict with the local church community and this is an issue which perhaps needs more attention focusing on it," the report suggests.

The size of Anglican primary schools. John D Gay, Culham College Institute, The Malthouse, 60 East St Helen St, Abingdon. £1.

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Crane ban after accident

by Sarah Bayliss

Mr Barry Taylor, chief education officer for Somerset, has banned the hiring of cranes for school fetes after a woman and teenage girl were killed when a wire cage crashed to the ground during a family fun day at Puriton junior school near Bridgwater.

Mr Taylor visited the site within hours of the tragedy on Saturday morning.

Rachel Anne Coleman (14) a former pupil at the school, and Mrs Pamela Ross (35) died after they had gone up in the cage which provided panoramic views from 50 or 60 feet.

A spokesman from Somerset education authority said up to 12 people had been in the cage earlier in the day but they had been diverted to watch the headmaster Mr B D Freestone who was being locked up in ancient stocks.

The spokesman added that before the accident crane rides had been a popular event at school and parish fetes all over the county. "The idea is that it gives you a bird's eye view of your home and village."

Health and safety officers are conducting an inquiry into the accident and an inquest is to be held.

Primary Index

High Scope Under-5s Curriculum

Children's literature	20
Anita Straker on computers in infant school mathematics	23
Computer software	27
Cantatas for children	28
The music socialist and the class teacher	37
Diary	40
	76

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That particular offer left a nasty taste in our mouth. We asked the promoters to say how many wrappers they required on the outside of the wrapper in future. Which they promptly agreed to do.

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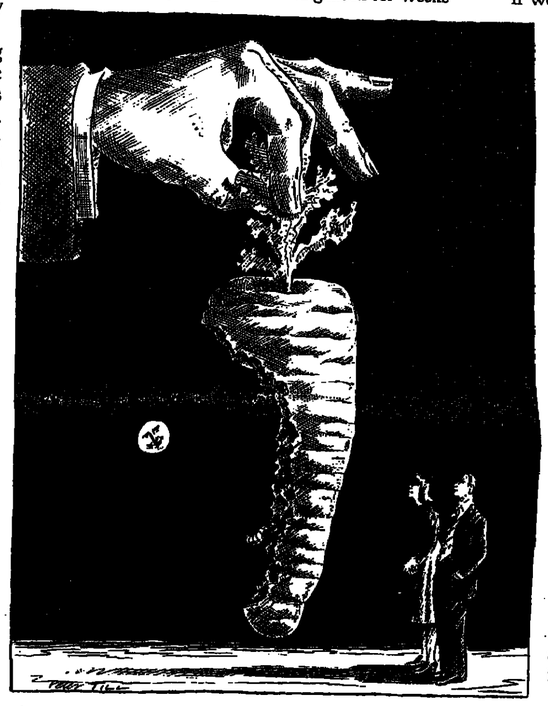

We require the advertiser to show he has genuinely and realistically estimated the demand for his offer.

THE FIELDS WE COVER

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Nor can any advertiser have influence over ASA decisions.

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Report

The report of the John Fish Committee reviewing special educational provision in the Inner London Education Authority was published yesterday. Susannah Kirkman reports on some of the recommendations of "Educational Opportunities for All?"

Integration best for special pupils

John Fish

Children and young people with special educational needs should be educated "where they retain contact with all their contemporaries", the report says.

"The aims of education for children and young people with disabilities and significant difficulties are the same as those for all children and young people," it insists.

The Fish Committee concludes that the degree to which someone is handicapped depends on the educational, social, physical and emotional situations which he or she encounters. Handicaps "arise from the mismatch between the intellectual, physical, emotional and social behaviour and aspirations of the individual and the expectations, appropriate or otherwise, of the community and society."

The Committee interprets special educational needs as including all aspects of learning, not just limitations in academic achievement. Schools have to meet the needs of gifted children, those learning English as a second language and those from socially disadvantaged backgrounds.

The report recommends that the ILEA reformulates its equal opportunities policy to include children and young people who may have special educational needs.

And although it says that all special educational needs should be met as far as practicable within mainstream schools and colleges, the committee recognizes that integration cannot be achieved without extra resources and careful planning. Furthermore, the changes cannot be made overnight. In the meantime, close links must be built between special schools and units and mainstream institutions.

Some special schools may continue to be necessary, the report accepts, but "most should now be moving towards a close association with primary and secondary schools".

Every day special school should now be formally linked with a primary or secondary school, depending on its age range, it says.

Because the majority of pupils in schools for moderate learning difficulties and for emotional and behavioural difficulties are of secondary age, it is difficult to meet the needs of primary pupils in these schools. The report recommends instead that units for younger pupils with these needs should be set up in primary schools.

The Committee recognizes that residential provision will continue to be necessary for some young people and recommends that links with their homes, local communities and services should be as close as is consistent with meeting these pupils' needs.

Wherever possible, primary and secondary provision within special schools must always be separate, the report says.

Lack of liaison between services causing confusion

Liaison between the different services responsible for special educational needs appears to be poor, and the allocation of responsibility for different types of provision can be confusing and arbitrary, the committee found.

Many sources commented on the need for better links between health, education and social services if children and young people were to get appropriate help and if their parents were not to be confused by "very different approaches" to service delivery and provision. As one consumer group insisted: "We need structured, uncluttered lines of communication between the school, the ILEA support services, the local borough social services and the local health authority."

At present, as many as seven different groups or officers can be responsible for the curriculum of children with special needs. And responsibility for placements is divided among five different groups.

The committee recommends greater delegation of responsibility to a local or divisional level, within firm guidelines established by the authority.

Decisions about assessment, placement and the development and use of services should be made locally, says the report. One example of suitable delegation is home tuition, where decisions to provide weekly tuition are already taken at local level in one division of the authority, while the other nine divisions are still referring decisions to County Hall.

Reorganization

The divisions should be responsible for all special needs provision in their areas, apart from boarding schools. They should also be responsible for all admissions to any form of day centre within their area.

A divisional management group in each area should develop a plan for services in each division and report annually to the authority's education officer.

Each divisional management group should set up a small panel to arrange admission to the variety of centres outside primary and secondary schools for which no statement is needed.

Integration at work. Partially hearing children attend classes at Laycock primary school, London.

Widespread anxiety over assessment procedures

Anxiety and confusion about the assessment procedures introduced by the 1981 Act is widespread, judging by the evidence that parents' pressure groups gave to the committee. "Parents ... frequently had difficulty in balancing the views of different professionals, even when they concurred." Many families assumed the educational psychologist was "some kind of doctor", or someone who "deals with mad people".

Parents complained that the statementing process took too long. One parent was still waiting for a statement for his child 14 months after asking for assessment.

Parents from ethnic minority groups were particularly dissatisfied – 37 per cent of Afro-Caribbean parents, compared with 22 per cent of other parents, were not happy with the way they were told of their child's special educational needs. 42 per cent of these parents, as opposed to 13 per cent of all parents, were dissatisfied with the amount of information provided.

Parents

The committee expressed concern at "the feelings of alienation and rejection" experienced by some of the ethnic minority parents and at the clear evidence that some parents perceived special education as labelling. The report recommends better and more culturally acceptable information for ethnic minority parents, "a wider understanding of cultural differences by professionals", and a more extensive use of interpreters.

The report recommends that parents should be entitled to a "befriender" or counsellor, perhaps from a voluntary organization, who can help to guide them through the maze of special needs provision. The ILEA should also invite voluntary organizations to provide support and assistance to parents during assessment procedures and at any other stages of their child's education.

Points ...

The committee has recommended that the ILEA should at least maintain its present funding commitment to special needs.

The report says some special schools will have to be closed because of falling rolls and increasing integration. Any resources saved from the contraction of the present system should not be taken out of the budget, but devoted to building up services in mainstream schools and colleges.

The report recommends that the ILEA's present commitment to provide for young people with special needs should be extended from age 19 to 21, as it is already for young people with severe learning difficulties. The authority should also continue to develop educational opportunities for the handicapped into their middle-twenties and beyond.

No "special" colleges should be designated, and provision should be made within all further education colleges, which should each have a written statement of their arrangements.

All educational establishments are advised to check how accessible their buildings and facilities are to disabled people. In the short term, there could be better signs showing accessible entrances. In the long term, the committee recommends the creation of a few "barrier free" schools, and says that all new building should be carried out with the needs of the disabled in mind.

Nursery provision absolutely vital

Parents, teachers and other professionals stressed to the committee the importance of early provision for children with special needs. They complained that the value of early educational intervention was not always recognized and one health authority commented: "Social service departments are still inclined to think that education starts at five."

But many parents feared that the formal assessment of a child under five might act as a barrier to their child eventually moving to primary and secondary schools.

Under-5s

The Committee felt there was a need to review and prepare a new plan for all the provision for under-fives by the ILEA, social services, child health services and voluntary organizations. There should be a greater input from educational psychologists into day nurseries and child-minding services and social services should have a greater role in the assessment of children under five.

The report recommends that a pamphlet be published for parents of children under five, explaining procedures for assessment and the different kinds of provision available.

The committee has endorsed the importance of home teaching systems like the Portage scheme, which enable parents to participate in their children's early education. The report recommends that home visiting arrangements which provide systematic early intervention programmes for parents and their children should be more widely available.

Cluster plan

Services for the under-fives, primary and secondary schools and tertiary colleges should be linked in "clusters", the Fish Committee believes. As the Thomas Report, *Improving Primary Schools*, has suggested, stronger links between schools would ensure more continuity.

Each cluster migh comprise three secondary schools and the main primary feeder schools, plus local nursery schools, special schools and tertiary colleges. Clusters would share the responsibility for most special needs which arose in their group and develop the means to meet them.

Transition would also be improved, and other services would be able to deploy staff to work with a small group of schools.

Draft guidelines needed

Schools often had problems identifying pupils' special needs, according to the report. In general, the implications of impairments and health problems were not very well understood.

There were also few effective links between class work and the work of pupils who were "withdrawn" for extra help. And there was a tendency for weaker teachers to be allocated to children with special needs.

At primary level, the report suggests that the development plans to be drawn up by each school (a recommendation contained in "Improving Primary Schools") should include a statement on how it proposes to assess and meet special needs.

A small working group of inspectors and educational psychologists should develop guidelines for teaching, organization and management to meet special needs in secondary schools. A head of special needs should be appointed in every secondary school,

Primary and Secondary

and a teacher should be designated in each department.

More attention should be given to helping fourth and fifth-year pupils with special needs. And every secondary school should develop provision for children with emotional and behavioural difficulties.

Long-term gain

The report recognizes the expertise of teachers in special education, and the additional demands its recommendations will make "on a hard-pressed profession, which in London is already attempting to equalize opportunities and combat racism".

But the committee hopes its proposals, "although involving extra work in the short term, will provide genuine relief from some current frustrations in the long run".

Teachers in special schools should receive in-service training to help them share their knowledge and skills. Some teachers with experience of special schools could be advisers or consultants in mainstream schools, it suggests.

The Committee also stresses the importance of inter-professional training between occupational groups.

Proportion of women graduates declines

by Geraldine Hackett

Women are beginning to lose out in the university stakes. For the last 20 years, women have been a growing proportion of those graduating, but last year that trend was reversed.

Data collected on 1984's output from universities shows that while the number of graduates fell for the first time in decades, women were hardest hit.

The figures reflect restrictions on arts courses. According to statistics drawn up for the Central Services Unit for Careers and Appointments Services, the number of men graduates in 1984 was down 1.3 per cent on 1983, while the number of women graduates dropped by 1.7 per cent. The peak year for women's share of university education may turn out to be 1983, when women made up 41 per cent of graduates.

Mr Brian Putt, director of the CSU, said there had been virtually no change in the subjects taken. "Women still tend to take arts degrees, and in the applied sciences they hardly figure at all.

"If equality of opportunity really existed, then we should be seeing as many women as men graduating. In other countries, such as France, the split is half and half.

In 1984, 72,973 students graduated from university – 1,079 fewer than in 1983. Of the 1984 graduates, 43,400 were men and 29,573 were women.

More than 37 per cent of the women graduated in the arts, compared with 15 per cent of the men. Some 12,000 men graduated in the pure sciences, compared with 6,700 women.

Gerald Haigh investigates an international conference on supernatural events

Lifting a veil on the paranormal

Last Saturday, during a coffee break in a conference at University College London, a cigarette moved unaided across a table in an apparently paranormal way. How did it happen? Was my long dead auntie Miriam still gasping for a Woodbine?

It is the readiness with which so many folk leap to supernatural explanations of puzzling events which led to the foundation in the early Seventies in the USA of the Committee for the Scientific Investigation of Claims of the Paranormal. Some eight years ago a British branch of the committee was formed and last weekend it hosted for the first time the organization's international conference entitled "Investigation and Belief".

About 200 people attended the conference, mainly but by no means exclusively academics. There were six main speakers, ranging from Professor Mark Hansel of the University College of Swansea, whose labyrinthine critique of the methodology used in a series of ESP experiments left me feeling that I will never again be able to look at a sealed envelope without falling asleep, to James Randi, magician, author and raconteur.

Randi did a comprehensive and entertaining demolition job on the poltergeist which recently subjected a teenage girl in Columbus, Ohio, to bombardment by most of the contents of her home, including the telephones, which would leap menacingly towards her, pulling their cords bar taut.

Those of you who have just had 'phone bills and feel that your own teenagers could do with a bit of Edison's revenge ought to know that Randi entirely demolished the so-called evidence in this case simply by looking carefully at it.

Such insistence on the application of proper scientific criteria or simply on proper observation is the essence of the committee's philosophy. Under the revealing light of rational thought, say members, all manner of paranormal phenomena from dowsing and metal bending via ancient astronauts to clairvoyants start to wither and fade. The hope is that people – and the media in particular – will stop to think before accepting and passing on uncritical accounts of strange events.

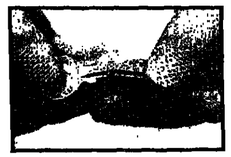
Committee member Jeremy Cherkis, a biologist and writer, feels that the construction of tests for paranormal events could be used as school science projects, the aim being to produce students who know what questions to ask.

The trouble is of course, that as TV producer Karl Sabbagh told the conference in his lecture on fringe medicine, "We live in a boring world where the usual happens usually and the impossible does not happen at all."

What about that mobile cigarette? The clue is that the committee attracts the interest not only of scientists, writers and thinkers but also of professional magicians. David Berglas, a renowned magician is in fact vice-chairman. This aspect of the committee raises some academic eyebrows but as one member said, "We need them. Anyone who knows about investigation into parapsychology knows that scientists have a very poor record when it comes to being taken in."

Phenomena such as dowsing have a rational explanation, according to a committee researching paranormal occurrences.

James Randi (above) specializes in demolishing supernatural claims, including metal-shearing (below).



So although I do not know how the cigarette moved, I do know that its excursion was not unconnected with the presence of a genial chap from Oldham who was dispensing business cards bearing the name "David De-Val, the new Houdini".

● The education committee of the London borough of Redbridge decided at its last meeting against letting education premises for demonstrations of clairvoyance, David Lister writes.

The demonstrations would have involved the use of a medium, but the education committee received objections from the public to school premises being used for such a purpose.

Colin Welland is standing in front of one of Britain's major gas pipelines. Gas provides getting on for sixty per cent of all the heat used in British homes – and the way all that energy is transported about the countryside is one of the reasons why Colin is keen on gas. Because gas is delivered direct to Britain's homes and factories through a network of over 150,000 miles of hidden, underground pipes – no lorries, trains or tankers needed, and no pylons to spoil the view. But the fact that it goes underground isn't the only beauty of gas. It's also the cleanest of fuels to burn. Which helps to keep the air purer. So it's not just gas customers who benefit. Britain benefits because people prefer gas.

Women kept out by tough trend in management style

by Hilary Wilce

The trend towards more professional management in schools is keeping women out of jobs, according to a senior education lecturer.

Tough management styles, "reflecting major trends outside schools", are in vogue, and as a result, women are not being selected for school management teams, it is claimed by Dr Jackie Lukes, a lecturer in the economics of education at Hull University.

Dr Lukes has investigated the position of women in Humberside schools, and collected anecdotal descriptions of how women teachers fare in their careers, for a national workshop being held today in Hull, on women in educational management.

"There seems to be tough, beefy emphasis on running schools at the moment – one head actually said to me 'management is like rugby league'," Dr Lukes said. "Heads are looking for the kind of people whose voices can boom along the corridors. Women are traditionally involved in the pastoral side – and this can be seen as wet and soppy and soft."

Dr Lukes, who is analysing figures on women's positions in Humberside schools, says early evidence is emerging that the position of women is getting worse as middle and special schools disappear.

There is also some evidence that more men are turning to top primary jobs as they find their promotion prospects in secondary schools blocked. In addition, deep-seated male prejudices against women are widespread in the education service, she claims.

One woman had described her application for a senior job at a mixed comprehensive school outside York: in competition with four men. All the candidates had been asked the same questions, except for the woman who was also asked whether she thought she could keep discipline.

Dr Lukes also reported a range of unflattering comments about ambitious women, made to her by heads and inspectors. One had said women could not take responsibility; others had described them in terms of being "bossy" and "hard".

"One man, a divisional HMI, described successful women colleagues as 'all but men except they haven't got moustaches – and some of them *do* have moustaches!' Then he put his head back and roared with laughter."

The workshop, for teachers, advisers, officers and representatives of industry, has been organized by the Bristol-based National Development Centre for School Management Training, which has also recently held a day's "brainstorming session" for experts in the field of women in education.

A speaker at the conference, Ms Isobel Shepherdson, the former head of Kidbrooke Comprehensive School, in inner London, told *The TES* that her interest in equal opportunities in education had been roused when her all-girls school went mixed.

"I was a firm believer in the belief that all-girls schools furthered the girls' best interests. When we went mixed, I was shattered at how I had been misled. Now I am convinced that the way forward is through mixed schools, but reconditioned mixed schools. And you won't recondition boys and girls until you get both sexes together."

The change at the school had prompted staff and pupils to re-examine materials, attitudes and teaching styles, she said. Staff observed each other's teaching of mixed classes, to see which pupils got the most attention.

"I taught a class with two thirds girls and a third boys. I came out thinking I had done all right, because I was aware of the issues. When I saw the ticks on the sheet I saw I had spent 60 per cent of time on the boys.

"This sort of exercise is very useful, because it provides factual information and takes the emotion out of it all."

Ms Shepherdson said women needed to be encouraged to try for senior jobs. "Men come in and within five minutes of starting teaching they are putting themselves forward. With women you have to go along to them and say, 'Have you seen this job'. And then they say they don't feel ready. Well, maybe they're not, but neither are the men. And the fact that the women know it probably means they are probably more ready than the men."

Women did not need to take additional courses to get senior jobs as some people suggested, she said. They needed to recognize their own qualifications, and to have them recognized by those making the appointments.

"If you want, seriously, to put more women in senior posts, then you could do it at a stroke by saying that a vital qualification is having had the experience of caring for young children, full-time, for a time. It's a very, very pertinent experience, and it's one that most women have, and most men don't.

"Why do people always think that a man doing the same old job in the same old way for 10 years is going to do it better than someone who has had a variety of experience and is coming back with a fresh approach?"

Bert Lodge looks at how management courses pick the leader of the pack

Turning up trumps

As far back as 1972, I sat in for a couple of hours on a management course for heads at the old Padgate RAF station, although the bit where the heads were mustered had been re-entitled The North-West Educational Management Centre.

During the same year, in a different part of the country another *TES* reporter sat in on a management course for industry called Action-Centred Leadership.

So the idea of training heads to manage and the ACL approach have been around for a few years – but not too close to one another. Let's say one was cautious of the other.

Mr Ron Abbott, now with the Secondary Curriculum Development Council but who was training heads in inner London 15 years ago, puts it like this: "There was a lot of resistance to the idea that running a school could be compared to running an industrial plant. It was based on the proud stance that 'We are about people; not about efficiency'."

Through the 1970s education trainers continued to stalk, vaguely around the structures of commercial management training, but in gradually decreasing circles it was noticed. Here and there, sorties into the suspected territory began to be made.

In 1978, Lincolnshire County Council set up a working party to provide management training which decided upon ACL courses and imported an adviser from the Industrial Society to conduct them. But the first was not put on until 1983, and then only as a pilot run for heads.

Last month, Mr Fred Pape, head of Queen Elizabeth High School, Gainsborough and one of the 12 heads selected for that initial experiment, told a conference of teachers and advisers how much action-centred leadership "has changed my attitudes and practices radically".

He went on: "I believe that the ACL training enables a head to fulfil his leadership role with more purpose, more understanding, and in a much more structured fashion. It has given me a workable, progressive method of improving my school and I can see that it will continue to stand me in good stead in coping with the TVEI initiative and with those initiatives still to come."

Well, follow that, as they say on the after-dinner speakers' circuit. But what is ACL? Ron Abbott thinks that a fair measure of it might have figured in the courses he and Mr Norman Geddes, another heads trainer, used to run in London in the early 1970s for primary heads but "we probably wouldn't have called it that because we wouldn't have known what it was".

Well, what is it? The question was put to a senior adviser of the Industrial Society after last week's conference. And why "action?" That's an admin's word, an out-to-speak power, dynamics, a sell-soap powder-fast word.

"You're right," he said. "It really ought to be called 'do something a-bloody-bout it centred leadership.' But we can't call it that, can we? Yet it does mean set your tasks, pick your team carefully, go round and motivate each one individually, follow progress, make sure everybody involved knows what's expected of them and of all the others . . ."

Put like that it sounds inspiring. But the inspiration comes largely from the personality of the tutor. Left to the printed word the theory can look fairly training-manualese: the list of predictable gerunds – defining, identifying, involving, communicating, assessing, developing . . . difficult to believe it's very different from what any other management course ought to be.

At last week's conference at the Industrial Society, a training exercise was put on. Mr Andrew Bales, head of the senior department at Newquay Tretherras School; Mrs Rosemary Lewes, deputy head of Roedean; Mr John Taylor, an adviser in Manchester; Dr John Welton, London University Institute of Education; and Mr Bruce Allen, head of Christ's School, Richmond were sent from the room, then invited to return to find a table with two chairs down two of the sides and a single chair at another. Waiting under a white sheet was a jumble of playing cards from four packs. The task – the only exercise of the day – was to sort them into respective packs then put them into suits in descending order, any deficiencies to be recorded. The aim was less to see whether they knew that spades from the diamonds, and more to see whether a leader would emerge who would organize the group.

Opportunities for leadership, identifying the task, identifying constraints, perceiving what skills were necessary were all there yet it has to be said that this group of very experienced teachers made a laborious job of it, going to 18½ minutes instead of the 10 minutes allotted or "25 per cent over budget in time" as Mr Richard Boult, an adviser for the society put it.

Though involving, sharing, consulting, communicating – all the elements of contemporary communication – are included in action-centred leadership, the head with a penchant for autocracy (legalized in the powers of the head under the 1944 Act) need not fear any evaporation of authority.

Of his staff meetings Mr Pape says: "I follow the ACL advice with care... I make clear that what I say initially is policy and that what conclusions the meeting may come to later are advisory . . . I find staff meetings mentally exhausting and look upon them as a necessary exercise which rarely simplifies or brings inspiration to the school's general aims."

Not far, this, from the head visited by a reporter the day after the publication of the long-awaited Taylor Report which recommended radical changes in who should sit on school governing bodies. What did he think?

"I don't know, I haven't read about it yet," he said, indicating his daily newspaper unopened on the side. "They can recommend what they like so long as I can go on running my school the way I want to."

Action-centred leadership will not impede that, though – it's intended to facilitate it.

DES service for hearing-impaired is flawed, says deafness group

by Susannah Kirkman

The DES is basing provision for deaf children on "seriously flawed and inadequate" educational principles, according to the Royal National Institute for the Deaf.

The "superficial" categorization of pupils into "deaf" and "partially hearing" is not particularly useful, says the RNID's response to the DES document, *Provision for Hearing-Impaired Children in Special Schools*.

The RNID insists that the abilities of the individual child and the needs and wishes of the family should be the overriding consideration when LEAs are deciding what sort of provision to make.

The institute also criticizes the DES for suggesting that a choice of teaching methods in different regions should only be retained where it already exists, rather than encouraging the provision of a range of options. In the north west, for instance, there are only two schools offering the "total communication" approach, which teaches sign language as well as lip-reading and other communication methods.

Mr Gordon Mitchell, the RNID's education officer, said the DES was using arbitrary figures to determine the closure of special schools. "The department just looks at the number of pupils in an individual school, not at the needs of the children or the needs of the area," he said.

Mr Mitchell blames some of the shortcomings of the DES document on the inadequacies of the regional reports on which it is based. Each region tackled its survey of special schools for hearing-impaired children in a different way and statistics were gathered on a different basis, he said. And the highest rate of return of the questionnaires sent out to special schools was in the south east, which only had a 50 per cent sample.

The DES had also failed to consider special units attached to mainstream schools, the RNID document said. It was illogical to suggest that small special schools were undesirable when many units offered very similar provision.

And the RNID warned against "integration on the cheap" under the 1981 Act. Placing a hearing-impaired child in a school with a full range of specialist subject teachers does not "ensure that the child has greater access to a wide curriculum than would be found in a special school", according to the document.

Review of orchestra policy

by Richard Garner

Labour-controlled Birmingham City Council is to review whether children from fee-paying schools should be eligible for places in the council-funded Birmingham schools orchestras.

In advance of the review, letters were sent to 25 children from independent schools cancelling auditions due to have been held this week. However, a meeting of the education committee on Tuesday agreed to rearrange these auditions – so that the status quo prevailed pending the review.

The move to reconsider policy came after an inner city subcommittee representing the Ladywood area had called for information on the percentage of inner city children in the orchestras and the numbers of children from ethnic minority groups. The review will be carried out in the autumn.

The auditions were cancelled because education officials felt it would be harsh for children to go through them – and then find a change of policy robbed them of the opportunity of taking up a place. However, an assurance has now been given that any policy change will not affect the make-up of the orchestras until next year.

Training for governors

The National Association of Governors and Managers has drawn up a training package that can be used by organizations to provide basic training for school governors.

This year, each school has to have its own governing body, with elected parent and teacher representatives.

Only about 45 per cent of education authorities provide training for governors.

The training model is available free from the NAGM. Contact Father Taylor, 10 Brookfield Park, London NW5 1ER.

SCHOOL TO WORK

CBI wins battle over new YTS scheme

The two-year Youth Training Scheme was approved in principle by the Government this week after last-minute battles over its education content and funding.

The scheme, which starts next April, will offer a minimum of 20 weeks' off-the-job instruction to trainees, while trying to equip them with a recognized qualification.

Education service representatives and TUC members on the group which drew up the scheme pushed for the off-the-job minimum over the two years to be 26 weeks – the present scheme provides 13 weeks in a year – but were successfully opposed by the Confederation of British Industry.

The CBI, worried that the cost of the scheme to employers is a serious disincentive, would have preferred no obligation to pay for off-the-job training.

From April, under transitional arrangements, youngsters already training under the existing scheme will be able to go on for a second year. The new cohort of eligible 16-year-olds will be joined by 17-year-old leavers. But only leavers who are unemployed will be guaranteed a place.

The two age groups joining for the first time will get a training allowance of £27.30 a week but those embarking on their second year will draw £35 a week.

Single funding replaces the present dual pattern – Mode A, under which employers and some others get a block grant out of which they pay the training allowance, and Mode B under which organizations such as voluntary agencies and colleges are reimbursed their full costs by the Manpower Services Commission.

Everyone taking on youngsters under the scheme will get a basic grant of £160 a month for each place but some will be eligible for an additional premium of £110 a month. There will be a management fee for every place of £110 a year.

The same groups who wanted more off-the-job training fought hard for a higher premium.

They insist that many of the organizations providing schemes for disadvantaged youngsters or in areas where there are not enough places with employers will find it impossible to make ends meet.

But the MSC officials made it plain that the premium could only be raised if the basic grant were lower. The CBI argued back successfully that a lower basic grant would make it almost impossible to get enough employers to participate.

The total provision of premium places which are intended to replace the existing 85,000 Mode B places has been set at 55,000. Mr Ken Atkinson, director of the YTS, admitted this week that the figure to some extent represented a gamble.

Edited by Mark Jackson

An even bigger gamble, he agreed, was the MSC's calculation that, despite planned attempts to persuade youngsters to stay on the scheme for the full two years, the average length of stay was likely to be somewhere between 68 and 82 weeks.

Funding for the scheme – £1.1 billion a year from 1987 when the scheme will be fully operational – is based on these calculations: if most youngsters do complete two years of training then it will not be enough.

New measures are planned to help ensure that the scheme meets its objective of providing youngsters with better qualifications for the labour market and with purposeful vocational training for a recognized qualification. These are:

- A licensing system under which only training organizations who satisfy the MSC that they can provide quality training will be approved – this to operate from April 1987.
- The recruitment of a high-powered inspectorate, drawn largely from education and industry but with some specially trained MSC staff, to monitor schemes, advise employers and others, and prepare reports for area manpower boards and nationally. The practice of the MSC team is likely to be modelled closely on that of HM Inspectorate.
- A training agreement for everyone entering the scheme which clarifies the trainees' status and sets out their rights and responsibilities. It would also detail the programme to be provided.

Some youth bodies are worried about the suggestion that the agreement should include an undertaking by the trainee to complete the two-year programme. They say this could be used by the Government to justify cutting off all benefits from those who leave the scheme prematurely.

But Mr Atkinson said that the undertaking, clearly without legal force, was not intended to be used in this way.

He disclosed that Mr Tom King, Employment Secretary, is taking a close interest in both the proposal for an inspectorate and the trainee agreements.

Mr Atkinson pointed out that Mr King's approval this week covered only the broad outline of the scheme with such vital matters as funding arrangements and trainee allowance. Mr King had reserved the right to decide what should be done over much of the detailed proposals submitted.

Among the issues to be resolved are whether 17-year-olds should automatically go on to the higher rate or whether the increased pay should be tied to a trainee's progress when the scheme is fully operational.

Another, on which much work remains to be done, is certification for those leaving the scheme. The MSC envisaged a YTS certificate which would assess "work place learning" and record vocational education awards.

Off to the night club in search of votes

Labour's leaders last week switched their new campaign to win recognition as the party of youth into high gear.

For three days a battery of shadow ministers concentrated on youth affairs, culminating in the launching of a Labour charter for youth.

A full-scale onslaught on the Government's policies and attitudes towards training and education on Monday was followed by a high-powered seminar at the House of Commons.

This was aimed at Labour local authorities and youth movement representatives, to mobilize support for a radical new local government approach to youth provision set out in a report published on Wednesday.

The details of the report, commissioned by Wolverhampton council, appeared in last week's *TES*: It proposes that local authorities should take on the role of outright champions of the under-25s, defending their interests, giving them high priority for council services, and encouraging them to speak out for themselves.

The thrust of the document, which echoes many of the principles set out in the Government-commissioned Thompson report, which has been virtually ignored by ministers, is highly attractive to the youth lobby nationally.

The shadow ministers, without committing a future Labour Government, made it plain that they backed the approach and would be likely to introduce complementary policies on coming into office.

Mr Barry Sheerman, the Opposition spokesman on training and youth affairs, who was flanked at the seminar by the shadow education and employment secretaries, has sent copies of the report to every Labour-controlled authority in the country. He urged them to consider adopting its approach without waiting for a change of Government.

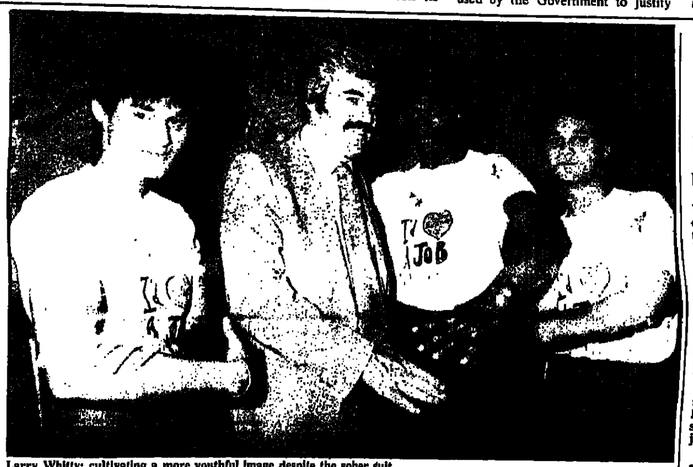
Mr Alan Thompson, the former DES senior official who produced the national report on youth provision three years ago, told the seminar that he welcomed the proposals but urged that more thought should be given as to how the local authority power structure would need to be changed to ensure that they were carried out effectively.

On Thursday the Labour frontbenchers went to a Soho night-club to launch the charter, which commits the party to introduces a £27-a-week maintenance grant to pupils staying on after 16 in full-time education and to a £36 minimum for those in training schemes.

The charter sets out a right for all pupils to good-quality comprehensive education; at least two years of education, training, and work experience for school leavers; more jobs and training opportunities for young people and – in line with urgent calls made in both the Thompson and Wolverhampton reports – the right to housing.

Mr Larry Whitty, the party's new general secretary, told *The TES*: "We want to listen to young people and to find out what they need and want. This is just the start."

Ms Valerie Phillips, a National Union of Students vice-president – one of several hundred students and youth organization members invited to the charter launch – said: "This new attitude is very welcome indeed. It is time the political parties started taking young people seriously."



Larry Whitty: cultivating a more youthful image despite the sober suit.

Raw deal for deaf trainees

by Susannah Kirkman

Youth Training Scheme conditions for deaf youngsters are "intolerable", says the Royal National Institute for the Deaf.

They receive little support, both in work experience and in off-the-job training. And few of them have access to high-quality training and planned work experience.

RNID research shows that deaf young people are not often taken on to employers' schemes and are therefore less likely to find a job after the YTS. The employers who are prepared to take on deaf trainees often do not understand their needs, and usually know nothing about the specialist services available to help with off-the-job training.

Mr Gordon Mitchell, the RNID's education officer, says that neither the Manpower Services Commission nor employers understand the implications of deafness.

"People still lump mental handicap and deafness together, although deafness has no correlation with lack of intelligence," Mr Mitchell said.

But hearing loss can affect language development and learning and trainees will need extra support. Their problems have been compounded by the breakdown of the job-finding service which used to be provided by social workers for the deaf. Social workers are now no longer trained to deal with employment issues, and careers officers are not experienced at helping the profoundly deaf, says the RNID.

The RNID is asking the MSC to provide additional funds for employer and college-based schemes, so that trainees can receive support from a range of professionals, including teachers of the deaf working in FE, trained language tutors and sign interpreters.

The MSC should also lay on extra training to help MSC managers and careers officers judge the suitability of training and facilities for deaf trainees. YTS staff who have no previous experience of working with deaf young people will need training in communication skills.

And an information service should be set up to make managing agents, careers officers and managers aware of the support services in FE colleges and voluntary organizations which already exist for deaf youngsters.

At present, YTS equipment and travel grants are only geared towards physically disabled trainees. But if the MSC gives an additional grant to managing agents for schemes with deaf trainees, it would then have to do the same for other disabled groups.

Jobs agency offers free help

An employment agency chain is offering to find jobs for unemployed school-leavers at its own expense.

The Blue Arrow recruitment organization which with its 35 agencies is one of the big three groups in the field, will interview any unemployed school-leavers who walk into one of its branches and try to place them with an appropriate employer. It will make no charge to either the leaver or the employer concerned.

Blue Arrow's managing director, Mr Michael Crosswell, says that the arrangement will not apply to vacancies which the employer has asked the agency to fill. It would be a question of local staff using their knowledge of client firms to spot which employers could be persuaded to try out an unemployed youngster.

Mr Crosswell said: "In this work we have been brought face to face with the tragedy of these youngsters who appear to have no chance of finding work and we simply have to do what we can to help."

Although his company would inevitably lose money on providing the service he thought that it would eventually benefit from the goodwill that would build up with both employers and the youngsters.

Mr Crosswell added that Blue Arrow was particularly well placed to offer such a service because its branches were all in the south of England but he hoped that other agencies would follow suit.

Asked if he would try to persuade youngsters to take Youth Training Scheme places rather than any jobs which the agencies could get them Mr Crosswell said: "In theory, yes: but the reality is that a lot of these kids have poor or unemployed parents and the overwhelmingly important thing is for them to be able to take home a pay packet."

1986 to be 'Industry Year' in Britain's schools

An all-out drive to establish closer links between schools and industry is planned for next year. The campaign, supported by a wide range of educational bodies headed by the Royal Society of Arts, and by industry itself will be called "Industry Year".

The campaign, set up with a £500,000 grant from the Department of Trade and Industry, has appointed an education working group headed by Dr George Tolley, former director of the Open Tech and of Sheffield poly, to set targets. They will aim to:

- **Link every secondary school in the country and as many primary schools as possible with local companies and industries.**
- **Encourage industry weeks in schools and colleges.**
- **Increase the provision of in-service teacher training to develop students' understanding of industry, involving wherever possible the use of industrialists.**
- **Stimulate awareness in teacher training of the role of industry; the group wants all courses to include an industry module – and to bring industry into the training.**
- **Improve and develop links between higher and further education and industry.**

Hawke loses his school friends

AUSTRALIA

Luis Garcia on why the national teachers' federation is no longer enamoured of the Labour Government

The rift between the Federal Labour Government and the Australian Teachers' Federation over the public funding of private schools has turned into a gulf.

At the heart of the resumed dispute between the two one-time friends is the Government's recent decision to slash education spending by $A73 million as part of a billion dollar austerity package.

These cuts have been described by the federation's president, Ms Jennie George, as short-sighted and hypocritical. Ms George said that the 160,000-member federation, one of the largest and most powerful trade unions in Australia, would seek the support of other unions and the Australian Council of Trade Unions to force the Government to back down.

Teachers, she added, expected a Labour Government to give priority to improving quality in education and equal opportunities for all students, especially those from disadvantaged groups.

The cuts will hurt almost all educational sectors, including pre-schools (where all Federal subsidies have been terminated), technical colleges (a cut in capital works funding), school libraries, and tertiary students (eligibility criteria for allowances will be tightened).

But what has upset the Federation and other public school groups most appears to be the fact that the cuts will have little, if any, direct effect on private schools, which have escaped the Government's razor almost unscathed.

The unkindest cut is the one which will virtually emasculate the Participation and Equity Program (PEP), the Government's much-vaunted scheme to encourage more students to stay on for the final two years of senior secondary school, and to "open up" the education system to the children of poor and disadvantaged families. Funds for the programme will be halved.

Only a few months ago, the programme was described by Mr Bob Hawke, the Prime Minister, as "one of the corner-stones of the Labour Party's education policy". But it has not delivered the political kudos many ministers expected.

nical Teachers' Union, Ms Cassandra Parkinson, said the cuts would make it even more difficult for students to gain places in technical colleges. Already, she said, thousands of potential students were being turned away every year because of a shortage of places

Flight from war: refugees from the bloody confrontation between Iraq and Iran have found asylum and the chance of a new life in Denmark.

Gulf War refugees strain service

DENMARK

Christopher Follett on the increase in education for immigrants

A massive influx of Gulf War refugees over the past year has strained Denmark's educational services for immigrants, leading to a five-fold expansion of its teaching programmes for refugees.

Refugees increased to 4,300 last year from a mere trickle of 350 in 1983, according to estimates by the Danish Refugee Aid Organization. This year Denmark expects to receive a further 5,000 asylum seekers.

The bulk of the refugees are Iranians escaping from the Gulf War, mainly deserters and conscientious objectors of good education in their 20s.

The second largest group among the flood from 50 countries are Iraqis, with Lebanese, Kurds, Tamils and (more traditionally) Eastern Europeans also predominant.

Most of the refugees are eventually granted political asylum in Denmark, leaving the Danish Refugee Aid Organization the task of housing them and integrating them into society.

Mr Birger Mortensen, principal of the largest language school for refugees, situated in Copenhagen, with 60 full-time teachers and 900 pupils, said, "Iranian and Iraqi refugees present a new challenge to us.

"They are unlike our traditional refugees in that they are generally very well-educated and ambitious, our task being to teach them Danish with crash courses so that they can continue further education here in normal Danish universities, technical colleges, vocational training centres and the like, and find work in the end."

The state-financed Danish Refugee Aid Organization now runs 19 language schools, six of them permanent institutions. A year ago there were only two permanent language schools – in Copenhagen and Denmark's second city, Aarhus, in Jutland – along with two temporary establishments.

Before the present refugee influx, the organization employed 100 teachers. Today, 500 teachers are needed to cope with some 6,000 pupils from 20 nations, compared with only 1,000 last summer.

Most refugees are aged 22 to 28, male and single. There are kindergarten facilities for children, but few have come to Denmark in the latest wave of refugees.

After receiving political asylum, the refugee has to undergo an intensive 18-month-long Danish language course, receiving between four to six hours of teaching per day. The course takes the refugee pupil up to the equivalent of O level in Danish; there are also more advanced Danish courses for those wishing to go on to university.

There are two streams – technical Danish and linguistic/humanistic Danish. The technical stream is geared to refugees intending to continue in vocational training, technical colleges, or take apprenticeships in industry/agriculture, while the linguistic line is intended for those intending to study arts at university or other institutes of higher education. Previously Danish language courses for refugees were only of three months' duration.

"High unemployment and the economic recession in Denmark have put a greater onus on education for refugees," Mr Mortensen said, "but our new Middle Eastern students do very well, integrating relatively easily into Danish society, and show a very high level of motivation on the whole."

It is estimated that each refugee costs the Danish state approximately £8,500 per annum; although government subsidies for the Danish Refugee Aid Organization, which totalled a meagre £5 million in 1984, could exceed £23 million this year, the brunt of the additional costs in the educational sector are borne by local authorities.

The sudden steep rise in the number of refugees is due to a liberalization of Denmark's Alien Laws last year. Denmark's frontier police may not now refuse entry to refugees, who are guaranteed a hearing for their applications for political asylum by the Danish authorities.

STUDY VISITS WITH GERMANY, USA, CANADA

The Central Bureau seeks:

1) Offers from schools/teachers interested in taking part in Reciprocal/Hospitality Scheme with FRG to host a teacher from that country 30th Sept.–18th Oct. Visitors pay £40 a week for homestay. Return visits possible, with small bursaries provided by the Central Bureau.

2) Offers from headteachers to provide a homestay of 4 or 5 days for a school principal from US or Canada (Quebec) during last two weeks of November. Optional return visits take place Spring 1986 for which small bursaries provided.

Contact Central Bureau for Educational Visits and Exchanges, Professional Training Department, Ref. SVT11, Seymour Mews House, Seymour Mews, London W1H 9PE. Tel: 01-486 5101. (7909)

Language barriers remain unscaled

SOUTH AFRICA

Only a third of South African white schools offer an African language to pupils–and even when they do, most children prefer to learn a European language instead.

As a result, a white child is more likely to speak French or German than one of the four black languages spoken by 80 per cent of the country's inhabitants.

A recent survey of schools in the Cape province showed that less than 23 per cent of white schools offer a black language to pupils.

The general secretary of the Transvaal Teachers' Association, Mr Jack Ballard, said communication among races was "an essential problem" in South Africa.

"Forget learning the grammar or studying the literature. What we need is more people who can speak African languages fluently," he advised.

Unfortunately, most white children prefer to learn a European language. French, German or Italian have a far higher status in schools than African languages. And parents believe they are of more use in the long run.

But there are other factors hampering the teaching of black languages in white schools. It is difficult for schools to decide which is the most useful black language. In Johannesburg, Zulu is the lingua franca, while in Pretoria, which is only 50 miles away – it is Northern Soto.

Another stumbling block is the drastic shortage of whites who can teach black languages. South African law precludes blacks from teaching at white schools, but as Mr Ballard pointed out: "Black schools are crippled by a lack of teachers and could not afford to be robbed of them by white schools."

Some black academics, however, believe it is irrelevant whether or not whites learn black languages. Professor Ezekiel Mphahlele, a prominent writer and head of African literature at the University of the Witwatersrand, told *The TES*: "Whites are unable to communicate with blacks even when we speak English. A black language would only give them something to boast about. It would not benefit us blacks."

Professor Mphahlele added that he had "ceased to care", what was taught in white schools because black education was so much worse and deserved far more attention.

Many factors hamper black languages teaching in South African schools.

Old solutions to the problems of the young

EEC

Anne Good assesses the EEC's long-awaited youth policy paper

The European Commission's new policy paper on young people has turned out to be something of a disappointment.

It was thought that new approaches to employment, education or vocational training might be announced to mark International Youth Year. But the Commission has confined itself to the tired old calls for job-creation through economic growth, more training in new technologies and increasing young people's mobility.

It also promises continued special assistance for disadvantaged young people and action to improve equality of opportunity, especially for girls, migrants and disabled young people.

Yet again the Commission has sounded the alarm on youth unemployment. More than five million of the Community's 48 million young people between 15 and 25 are without jobs, 1.5 million of them for more than a year. The rate of unemployment among the young is three times that of the rest of the working population.

The United Kingdom's youth unemployment rate of 38.8 per cent puts it fourth on the list after Italy (47.6 per cent), Luxembourg (47.4 per cent) and France (44.1 per cent) and well ahead of West Germany, whose 24.6 per cent is the lowest in the Community.

One of the few new ideas in the paper is an emphasis on young people's participation in decision-making which affects them. The Commission is contributing to this process by funding a series of seminars to exchange ideas and experience.

Teenage suicide nears epidemic proportions

UNITED STATES

Bill Norris reports on action to launch prevention programmes

One American youngster will take his or her life every 90 minutes, on average. Of the country's 19 million high school seniors, almost two million – 11 per cent – have attempted suicide at some time in their lives.

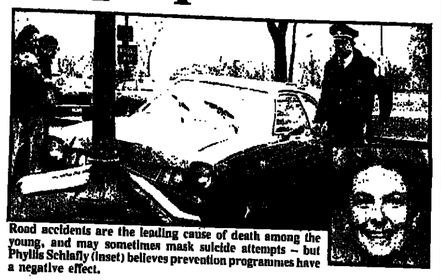
And that is not all. Other surveys conducted by the Youth Suicide National Centre show that up to 52 per cent of these pupils have made plans to commit suicide but have not gone through with it.

Teenage suicide in the United States has reached almost epidemic proportions. It is now claiming at least 5,200 lives each year, and is the second leading cause of death among young people, after road accidents.

These figures may be understated. Many suicides masquerade as car crashes, accidental drug overdoses or food poisoning.

The problem has reached such serious proportions that the White House has become involved. Nancy Reagan, already involved with the campaign to stop drug abuse, has recorded a public service announcement telling young people: "We need you and we don't want to lose you". It is to be transmitted by 500 television stations.

Last week saw the first national conference on youth suicide in Washington, attended by 650 health care professionals, researchers, government officials and concerned parents. They learned that the youth suicide rate has tripled since 1955, with boys four times more likely than girls to kill themselves. Among white males between 15 and 19, the suicide rate rose 60 per cent between 1970 and 1982.



Road accidents are the leading cause of death among the young, and may sometimes mask suicide attempts – but Phyllis Schlafly (inset) believes prevention programmes have a negative effect.

Those most at risk seem to be youths who are very impulsive and aggressive, followed by victims of child abuse, pregnant teenagers, and those with a family history of suicide.

A new phenomenon are the so-called "suicide clusters" when one self-inflicted death triggers several others over the next few days or weeks. It happened recently in Westchester, New York, and in Plano, Texas, and according to one expert may be caused by dramatization of the suicides in the media.

An inter-agency task force on the problem has now been launched, and is expected to complete its report in January 1987.

Meanwhile, at least three pieces of legislation are pending on Capitol Hill, one of which would authorize more than $18 million (£14 million) over three years to establish suicide prevention programmes. Another would let states compete for grants to develop classroom curricula in suicide prevention.

Work of this kind is already going on in California, where the state's education department set up a programme three years ago calling for teacher training, school curriculum changes, and the development of awareness among parents.

School personnel are trained to recognize potential suicides, and then to provide the proper counselling – persuading the youngsters that their desperate feelings will pass. The result has been a four-fold increase in those identified as being at risk.

But California's programme is one of the very few on suicide prevention. And some people would prefer to keep it that way: Phyllis Schlafly, president of the right-wing Eagle Forum, for one.

"Many parents who have been through the suicide experience", she says, "believe that the classroom courses which discuss suicide are the cause of teenage suicide, and therefore they cannot be a preventive."

Christine Odone looks at how teachers are breaking the silence on child sexual abuse

Good and bad touches

American educators are mounting a full-scale attack on the once unspoken problem of child sexual abuse.

From Ohio to Oregon, schools are developing programmes which teach children how to spot and avoid child molesters, and how to deal with the aftermath of abuse. California is in the vanguard with a $11.25 million scheme to expand its existing sex-abuse programme in public schools.

The programmes being implemented include teacher-led discussions and classroom plays. Primary school teachers point out the difference between a "bad" and a "good" touch, encourage children to complain about any too-close-for-comfort situation that might be forced upon them, and stress the importance of not feeling guilt or shame in these situations.

The National Education Association, the country's largest teacher union, has developed special kits (consisting of booklets, hand-outs, films) which offer guidelines for the programmes. *Safety, Touch and Me* is one, sent out by the Montgomery County board of education. Chapter headings include "Human Touch", "How to Say No", and "Teacher's Role".

The kit emphasizes the importance of the teacher, both as confidante and detector, and includes a section on clues in identifying the victim of child abuse: sexual themes in his art work, unusual terminology – sex-related vocabulary that is atypical for his age range – difficulty in walking or sitting, and complaints of pain in the genital areas.

Classroom plays form the core of the majority of public school programmes. Real-life situations are depicted, in which an adult – babysitter, neighbour or relative – attempts to gain unseemly intimacy with a child. The actors are chosen from the classroom, or, in the case of very young children, puppets and dolls are used.

The audience is encouraged to voice its reactions to an offending adult or to a victim who is thought to be too passive.

The American media, too, are becoming increasingly involved in educating children about child molesters and possible danger situations.

Several television programmes have dealt with the subject, in the past year, and a special edition of the popular *Spiderman* comic strip has been published, dealing with the same theme.

Many educators are enthusiastic about the impact which these concerted efforts have already made.

Ms Joan Danzanski, the executive director of the Washington DC branch of the National Committee for Prevention of Child Abuse, says "Many more children are coming up to their teachers with confessions of abuse. And teachers, who used to be afraid of dealing with this particular problem, are now much more aware of how to recognize, and how to react to, children who have been through this trauma. A definite improvement has already been made."

Bringing out prayer in public

Orrin Hatch: vocal preference

The advocates of prayer in American schools are not giving up easily. Only two weeks after the Supreme Court struck down an Alabama state law which permitted silent prayer, they are planning a constitutional amendment to reverse the decision.

The movement is being led by Senator Orrin Hatch of Utah, chairman of the Senate Constitution Subcommittee, who would actually prefer to have schoolchildren pray vocally but recognizes that Congress would never accept this.

Even his limited proposal is likely to meet with opposition. Giving evidence before the subcommittee last week, Norman Redlich, dean of New York University College of Law, warned that it was clearly intended to promote religion and encourage prayer, which would be detrimental to society in the long run.

Such a measure would, he warned, foster religious discrimination against those who do not pray in public and would be forced to leave the room during prayer time, thereby causing them to be identified as different from their peers.

Meanwhile, Senator Hatch's other claim to fame in educational circles, the so-called "Hatch amendment" which limits psychological testing in schools and allows parents to inspect classroom materials, has come under fire from the National School Boards Association. Claiming that a recent survey shows that most schools found the regulations "confusing and unnecessary", the NSBA has called for their repeal.

Bill Norris

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Truth and facts

Sir – In her review of Roger Scruton's new publication, *Education and Indoctrination*, Mary Warnock (*TES*, June 7) says that Scruton and his co-authors "have certainly shown that bad education exists, and indeed that it is apparently encouraged within certain education authorities and teachers' courses". She then quotes, to explain her point about bad education, something I once wrote.

I say to teachers, it is claimed by Mary Warnock and Roger Scruton: "Your commitment should be to justice, not to truth." I have two immediate objections, the one relatively trivial and the other quite substantial. The more trivial objection is to the use of the present tense ("he *says* to teachers") and to the claim that the words quoted were addressed primarily to people in the l.e.a. where I work. The truth is that the quotation is from an article written for an international magazine some three years ago, and so far as I know virtually no one in my l.e.a. has ever read it.

The much more serious objection is that the sentence about truth and justice is quoted out of context. In my original article I recalled that in situations of oppression and injustice to be neutral is in effect to give support to the oppressor: such support cannot be justified, I remarked, with an appeal to "truth". Aware, however, that the statement "your commitment should be to justice not to truth" could be misunderstood, even when preceded by an explanation that the term "truth" was being used as a false synonym for "neutrality", I added immediately that I was *not* recommending or condoning inaccuracy or dishonesty. The very next sentence, after the one quoted by Mary Warnock and Roger Scruton, was: "Facts should be accurate, not fake or distorted, and you should always be on your guard against fantasy and wishful thinking . . ."

I assume that Mary Warnock has not read the original article of three years ago, and that she has been misled by Roger Scruton.

I do not mind him criticizing me, nor do I mind him implying, as he does, that people with political views such as mine should not be employed as l.e.a. advisers. I do, however, think that he should not misrepresent me. I put it to him, and to his friends and supporters, that one of the most elementary qualities of the educator, as distinct from the indoctrinator, is respect for factual accuracy.

ROBIN RICHARDSON
Berkshire advisory service
Shire Hall
Reading

Neutrals attacked

Sir – I enjoyed reading the response of Jean Ruddock and Maurice Plaskow (*TES*, June 21) to the current indoctrination debate and it was a pleasure to be reminded yet again of the sagacity of Lawrence Stenhouse.

But it was a further and delightful irony that, on the same day, I came across an extract from Hansard for the 1976 House of Commons' debate on the future of the Schools Council.

"My objection is root and branch. It includes the humanities programme of Mr Stenhouse. Not many people are neutral about that programme, although the teacher in charge of it was supposed to be neutral. In fact I have never met a neutral teacher nor would I want one to teach in any school with which I was connected. I would rather have someone with real blood in his veins, who knew what side he was on."

That was Dr Rhodes Boyson. Nowadays, it seems to depend upon which side you are on.

CHRIS EVANS
Countesthorpe College
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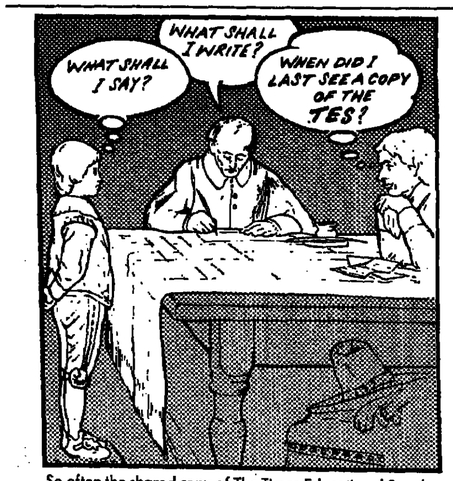

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Where Sir Keith agrees with the radical activists

Sir – The substantive report of Sir Keith Joseph's speech to the Geographical Association (*TES*, June 21) and the released, full text seem at variance in several ways with the interpretation in your front-page article.

Headlines can mislead: directly before the supposed "warning" which you quote (that geographers should be clear what they have to offer), Sir Keith had been asserting and commending the distinctive role of geography as a bridge between humanities and sciences; directly afterwards he said: "I wish to emphasize that geography has an important place in the primary as well as in the secondary phase". These might as easily have made the headline, and were, in my view, much more representative of the general positive tone of the speech about geography.

To take another point – unlike your correspondent, I did not find that Sir Keith's remarks highlighted "veiled criticisms of radical activists". His criticisms of approaches to Third World teaching were clearly directed towards simplistic determinism rather than political bias.

Sir Keith went out of his way to assure a questioner that he felt that there were no limits (within the law) to the opinions which might properly be expressed during school geography lessons, provided that they were subject to the tests of evidence and argument. It was perhaps surprising, but none the less encouraging, to hear the Secretary of State openly accept that geography is a value-laden subject and that complex and controversial issues should not be ducked within it.

So-called "radical activists" have had a stimulating and invigorating effect on geography in recent years. They have helped to put the geographical implications of race, gender, class and poverty issues high on the teaching agenda. But most of them are to be found arguing for precisely the same point as Sir Keith; that a variety of viewpoints should be put before pupils on contentious issues.

In such straitened times, the practical lack of resource provision and of adequate remuneration for teachers gives some educational exhortation a hollow ring. But it is surely welcome enough at any time to have a Minister of the Crown affirm support for open and democratic procedures in classrooms and to propose the examination rather than the propagation of ideology, whether from left or right.

REX WALFORD
Lecturer in geography and education
University of Cambridge

Worlds apart

Sir – The reaction of the audience of largely male, middle-aged, representatives of higher education in southern England to Sir Keith Joseph's speech at the Geographical Association Conference "Geography in the school curriculum", (*TES*, June 21) should be a source of great concern for those interested in curriculum development in comprehensive schools.

I never thought I would ever attend a gathering of educationists where the current Secretary of State would appear a visionary, and the educationists reactionary!

The clapping that greeted any questioner who suggested that geography deserved a place by right in the curriculum was the first sign.

This was followed by suggestions that the way forward was to set up committees of the British Academy, Royal Society and the GA itself, to promote the cause of geography, reinforced my worries. It seemed more important for professors of geography to talk to primary teachers than for geography teachers to talk to teachers of history, economics, sociology, politics and integrated humanities.

Not one speaker suggested that geographers should work in collaboration with their colleagues in related disciplines to work out a coherent approach to the humanities as a whole, and to act as a much needed cross-curricular pressure group.

The GA and bodies like it are reflections of an education system with a top-down, single subject approach to curriculum development that might have been appropriate for grammar and independent schools in the past, but on this showing, are largely irrelevant for curriculum development for comprehensive schools in the late 1980s.

At a time when the humanities are under tremendous pressure from vocationalism, maths, science and technology, the idea of the GA organizing itself to fight its only potential allies for limited space on a crowded curriculum is an educational cul-de-sac.

Geographers will only do their subject long-term harm if they continue to look inwards and upwards for their salvation.

JOHN SIMPSON
82 York Road
Montpelier
Bristol

Geography's frontier fences should be pulled down.

Essential overlap

Sir – Sir Keith Joseph, in his recent lecture to the Geographical Association (*TES*, June 21) seems to have said that because the subject overlaps other related disciplines it is in danger of losing its own identity.

This argument could be mounted in relation to many subjects. If history were to lose contact with archaeology, politics, law and constitutional studies, little would remain. Remove philosophy, art, architecture, ancient history and literature from the classicist and he would be left with the bare bones of dead languages. Deny the physicist access to related aspects of chemistry, biology and mathematics and his subject would founder.

What Sir Keith has discovered, albeit by looking through the wrong end of his telescope, is that knowledge is indivisible. Any subject simply gives a perspective to one's view of the general body of knowledge. Any discipline soon brings one into other related areas of study and lines of enquiry spread outwards from the chosen centre.

It seems rather hard on geographers that their subject should be placed under threat because it happens to have been the means by which the Secretary of State has come upon this most basic of educational truths. At a time when much of education has become too narrow and specialized the diversity of study encompassed within the framework of geography should surely be seen as the subject's strength rather than weakness.

A simple definition of geography is that it is the study of man, his environment and their interaction. This notion comes very close indeed to a definition of education itself and makes geography such an admirable subject for educationists to study. It is sad that our chief administrator has not seen this point of view.

DAVID J GAZE
Head
St Blazey County Junior School
Cornwall

Paranoia reigns

Sir – In 1963 as a newly-graduated geographer I was sent by VSO to the Sudan. The military government of the day decreed that geography was too sensitive a subject to entrust to an expatriate. I accepted this extraordinary decision with youthful good nature, and set about teaching *Twelfth Night* to Arabic-speaking boys.

Now the paranoia of political bias pervades the education system of dear old England. Geographers are chastized by the Secretary of State for looking at major world problems. Back to Capes (Canaveral?) and Bays (Pigs?).

Meanwhile, the area I worked in and loved in western Sudan is devastated by drought. Am I forbidden to explain the situation to my pupils for fear of implying that we in Britain should be concerned for the sufferers?

RODNEY USHER
110 Wyatt Park Road
London SW2

Alien error

Sir – Fiona MacTaggart (*TES* Letters, June 21) gives a misleading impression of the history of British immigration control. She appears to imply that it has only ever discriminated against non-whites. This is simply not so. The first serious control measure, the Aliens Act of 1905, was introduced to stem the inflow of Jewish refugees from Eastern Europe.

Since then restrictions on alien immigration (there were later Acts in 1914 and 1919) have invariably been stringent. Until 1962, however, when the first Commonwealth Immigrants Act was passed, immigration from the Commonwealth, as approved to "alien" countries, was unfettered.

Both white and non-white Commonwealth citizens could enter the UK freely; and it was not until 1968 that the "patriality" principle discriminating in favour of the former and against the latter, was introduced. So in the immediate postwar period (that is, before 1962) most white immigrants from the Commonwealth were actually in a privileged position when compared with prospective white immigrants from Europe, such as the Italians, who counted as aliens and could only be admitted by special Government dispensation.

EEC nationals have only had right of unrestricted entry since our own accession to the Community in 1973. As for the special status accorded the Irish, now of course EEC nationals as well, in the Ireland Act of 1949, that is part of a reciprocal arrangement which recognizes that it would be inconceivable and impracticable to divide further two peoples who remain in many respects one and have already been divided quite enough.

ROBERT JEFFCOATE
6 Riverdale Road
Liverpool

Jewish refugees were the target of the first serious attempt at immigration control.

Different goals

Sir – When some trendy radicals picked up a football and ran with it they were actually inventing a new game. This must have been very disconcerting to those who thought they were playing a different game; some haven't recovered yet.

Much the same is true of those whose only criterion for "success" in the education system is the percentage of GCE passes at A and O levels.

The relevance of these examinations either to young people or national needs has been increasingly questioned even by some of their architects (see Professor Jack Wrigley's essay in the recent book on the *Life & Death of the Schools Council*).

Certainly the curricula they reflected in secondary schools and the sense and sensitivity of norm-referenced tests have been largely undermined: otherwise why the proposed GCSE, criterion-referencing (everyone is to be at least average now . . .), and the introduction of the Technical and Vocational Education Initiative as a way of shocking schools into new approaches?

I fear Fred Naylor, and those who sincerely believe in a divisive system, can't ever accept that the rules have changed, because the values have changed. Comprehensive education ought to mean what it says: education of equal quality for everyone, in order to develop knowledge, understanding, skills and the "lively, enquiring minds" which all those DES documents since the 1977 Green Paper have put at the top of the list of educational aims.

MAURICE PLASKOW
Chairman
RICE (Right to Comprehensive Education)
and PRISE (Programme for Reform in Secondary Education)

The relevance of O and A levels is increasingly questioned.

Spurious statistics

Sir – I was astounded to see that you felt fit to publish a "Second Opinion" article by Fred Naylor (June 21) without comment, particularly as the debate on the efficacy of comprehensive education has been subject to much criticism for reasons of spurious statistical analysis.

I am agnostic on the question of comprehensive schools and I will restrict my comments to the measure of achievement singled out by Naylor except where this must be evaluated in a broader context. I certainly accept Naylor's contention that the achievement of two or more GCE A level passes is one important measure by which the system can be judged.

Having rightly criticized the White Paper for using the "Mid-1960s" as a sloppy way of defining a base for comparison, Naylor proceeds to examine the same spurious statistic, the percentage of school-leavers with two or more A levels, albeit with more precision. The statistics should only be used when the "population" exhibiting a particular characteristic comprises a sub-set of the "population at risk", that is, those having the opportunity of exhibiting the characteristic at the *time in question*.

Naylor comments on "the doubling of the success rate between 1962 and 1968" and its increase by 69 per cent between 1962 and 1965. Common sense suggests that such a remarkable state of affairs requires further investigation. The reason it occurred is primarily attributable to an incorrect specification of the "population at risk". Put more simply, using school-leavers as the ratio denominator is inappropriate because a majority of school-leavers in any particular year will not, by virtue of their age, have had the opportunity to take A level examinations in that year or earlier.

If I were to have to define an appropriate statistic for initial examination it would probably be the number of pupils leaving state schools with two or more A levels or a percentage of those entering fourth form in state schools four years previously. Even this would be open to question; the statistic, because it would not take account of movement between the state and private sectors in the four years in question, and the examination because it would take no account of long-run shifts in the state sector-private sector mix.

Returning to the statistic actually used by Naylor, it is easy to show that demographic fluctuations would account for most of the variation in the reported statistic. For the sake of argument, assume that of a cohort entering fourth form at secondary school 80 per cent leave at the end of the school year (and this further assumes a statutory leaving age of 15 years) 20 per cent embark on a two year sixth-form course of study and that 10 per cent achieve two or more A level passes. Let the numbers entering fourth form in four observation years be 500, 1000 800 and 600.

The tables below show how the above conditions can be satisfied whilst producing "Naylor-type" fluctuations:

From Table A, which clearly shows identical performance in the case of all four "fourth-form cohorts" the "school-leaver ratios" given in Table B can be deduced.

Table A

Year of fourth form entry	Total Numbers entering	Year of Statutory School-leaving	Numbers Leaving	Year of 6th form School-leaving	Numbers leaving with <2 A levels	Numbers leaving with 2+ A levels
1958	500	1959	400	1962	50	50
1961	1000	1962	800	1965	100	100
1964	800	1965	640	1968	80	80
1967	600	1968	480	1971	60	60

Table B

Year of leaving school	Total school leavers	Leavers with 2+ A levels	Other leavers	Leavers with 2+ A levels ÷ all leavers
1962	800	50	860	5.6 per cent
1965	840	100	740	11.9 per cent
1968	640	80	640	12.5 per cent

I could be accused of selecting demographic "inputs" to support my contention. I certainly have, but these data are a close reflection of what actually happened in the years concerned. Children entering fourth-form secondary in the years listed in the first table were born in the following August to August periods: 1943–4, 1946–7, 1949–50 and 1952–3. Low birth rates prevailed during the war. The numbers born recorded a massive peak in 1946 (there are more 38½–39½-year-olds alive today than any other single age group) which declined to record a temporary low during the Korean War.

Furthermore, the numbers born then increased gradually to reach a peak in 1964 after when they declined again until the late 1970s. These later trends account for the smaller increases observed in Naylor's series over the period 1974 to 1980.

I will leave it to experts in education research and statistics to carry out a thorough examination of available statistics. I am sure they are capable of firstly, constructing meaningful statistics of achievement and secondly of including in their analyses other "causal factors" than the demographic which account for variations in achievement, both through time and between sectors. However, it is important that inferences about the education system based on poor analysis are not allowed to pass without question.

DAVID GLEAVE
61 Holmesdale Road
London N6

Not authentic

Sir – I was so amazed at the opprobrium heaped on me in your letters column (*TES*, June 21 and 28) that I turned back to the article that caused it all to see whether I had really said all that is attributed to me. With some relief I found that I had not.

Messrs Sword and Hares claim I am out of sympathy with the National Criteria and therefore unfit to be involved with their implementation. But the only criticism I made of the National Criteria was that they contain no definition of "authenticity".

Messrs Moys and Hewett, for whom I have a great deal of respect, appear to accept that the Criteria are not perfect. It would be surprising if they were; I was merely indicating one of the imperfections, not saying that I was opposed to the whole thing.

For the record, I actively applaud them; that does not mean they are beyond criticism or do not run the risk of wayward interpretation.

All your correspondents except Mr Minns claim that I am opposed to the principle of authenticity. Where is their evidence? My article makes it clear that where authenticity of material is concerned, I am very much in favour. (Where Mr Hares manages to draw the implication that I think anyone is in favour of material "which is unsuitable on the grounds of difficulty or subject matter" is quite beyond me; I was merely making the obvious point that a certain amount of editing is sometimes necessary.) And although I mentioned some problems regarding its implementation, I did not say either that I do not approve of the principle of authenticity of task.

Mr Wall, to his credit, gives a useful definition of the word "authentic", which I accept. But where does his definition come from? It is not in the National Criteria, and that means the term is open to interpretation. I am simply saying that I do not like the way some people are interpreting the term. Messrs Moys and Hewett feel that I caricature the position of the people I am criticizing; all I can say is that they have not spoken to the same people that I have, because I have had the exact words I quoted spoken to me.

Of course pictures are sometimes badly drawn or unsuitable topics chosen; but the latter can be the case with any test, and I would no more advocate a picture story involving lion hunting than a role-play involving a Corsican separatist. The inclusion of any test must be conditional on the subject matter being suitable, but no one is threatening to abandon role-playing because unsuitable situations might be chosen!

Mr Minns applauds the passing of prose and dictation, to which he prefers letter-writing. So do I, which is why I helped pioneer the introduction of letter-writing by the AEB in 1975 (the same year in which they were the first Board to introduce compulsory role-play to O Level). But to suggest, as he does, that letter-writing cannot also be susceptible to the use of rehearsed clichés and capricious mark schemes is remarkably naïve.

The fact remains that none of your correspondents has challenged my exposition of the rationale behind the use of picture stories; it would be difficult to do so without renouncing the concept of "information gap" which all agree is at the heart of authenticity. Nor did anyone propose a better way of testing this use of language, or suggest that it should not be tested. Why? This, after all, was the real point at issue.

Perhaps the answer is to be found in Mr Wall's letter, where he suggests that it is not acceptable because it has been used in some non-communicative examinations. But that could equally be an argument for abandoning the conversation test, and he is not advocating that!

The personal comments are hardly worth mentioning, and reflect little credit on those who stoop to such a level. Those who know me well will be well aware that the things that have been said about me are untrue, whilst those who do not know me are not qualified to comment. But I do plead guilty to being incorrigibly honest, even if it means expressing an unfashionable view. Where are the honest replies? I think my critics have proved my point for me.

TONY WHELPTON
25 Hartlebury Way
Cheltenham, Glos

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Comprehensives pass A level test

Sir – Why does Fred Naylor (*TES*, June 14) not give credit to the comprehensive schools for closing the gap between the performance at A level of boys and girls? He seems to imply that this was some irresistible natural force which even the comprehensives could neither dam nor divert.

No doubt he does accept that schools which select their intake on the basis of proven academic performance are almost bound to achieve good A level results; and that in so far as the Assisted Places Scheme has enabled them to fill more of their places with such youngsters, rather than topping up with those whose parents can afford to pay, their results are likely to show further improvement.

What Fred Naylor's own figures show is that there has been no deterioration in A level results in the comprehensives, despite the endless suggestion to the contrary in the media, with the consequent tendency of parents to withdraw their brighter children, and so to make more difficult the maintaining, let alone improving, of those results.

What, of course, the figures entirely fail to show is what the comprehensives are slowly learning to do for those who are "non-academic" – perhaps by some at present irresistible force – who make up the bulk of our population and upon whose self-confidence and self-respect the quality of our community relies at least as heavily as it does upon the academically successful.

And that is something which, despite all the inconsistencies, we can believe that Sir Keith Joseph genuinely cares about.

DONALD FRITH
3 Elmfield Terrace
Kilburn,
York

Role change

Sir – The Faculty of Education Studies at Brighton Polytechnic was commended by HM Inspectors during their recent inspection for the ease of communication within the faculty and for the fluency of its students. I and my heads of department, therefore, fully defend the right of Roger Homan to express himself as he did in his article "Power Without Authority" (*TES*, June 14).

We also accept the force of a number of his arguments but regret that he did not choose to use his considerable verbal skills more positively in seeking to open up a necessary and potentially fruitful debate. Perceptions of colleagues as to our HMI visit have varied and we therefore have difficulty in seeing what was written as a faculty viewpoint.

As Roger emphasizes, the Inspectors have moved from relative political impotence to a central position of power as the unassailable public critics of institutions and the militant arm of the Council for the Accreditation of Teacher Education, itself the instrument of the Secretary of State.

There is a marked contrast between HMI as friends and colleagues, a relationship which we have very much appreciated, and HMI as arbiters of one's fate. The change of role has happened with little public debate.

In the real world the issue comes down to people and pragmatism. The oral report on Brighton's inspection was a good one. The inevitable difficulties in relationships over a tense week were tackled with sensitivity. Certainly relationships were no more strained than they would have been after a week's CNAA visit. Brighton, therefore, has relatively little reason to complain. The central issues however, remain and need to be debated in a more general context.

K L GARDNER
Dean, Faculty of Education Studies
Brighton Polytechnic

Seek and hide

Sir – As editor of *The TES* you will no doubt have had the experience of reporting on what one of your colleagues heard a member of HM Inspectorate say at a conference, only to receive the following week a disclaimer from the conference organizer. HM Inspectorate will have been at work behind the scenes.

You will not be surprised, therefore, if following my article you receive such a letter from the dean of this faculty, in this case making clear that my article was not an official view.

The Inspectorate's behind-the-scenes response to my article of course confirms my thesis that HM Inspectorate will resort to bureaucratic authority rather than open and honest debate.

ROGER HOMAN
Faculty of Education Studies
Brighton Polytechnic

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Lord help us

LYNNE WILLIAMS

Religious education in secondary schools is often pushed into the hands of unwilling teachers whose expertise might lie in anything from gymnastics to computer studies, but a space on their timetable needs to be filled and there is an RE class without a teacher. Even in schools where RE is in the hands of specialists, it is often not an examination subject, and we all know how much stress is laid on exam results, so a subject that does not offer a certificate has virtually no status.

And when it comes to the nasty subject of finance, RE is too often last on the list of priorities. After all, as we are constantly reminded by our colleagues, we have had the same textbook for 2,000 years, so we can manage without new ones for a while longer. The joke is wearing very thin.

At our lowest ebb, we wonder why we bother to fight on against such neglect, derision and opposition. But we know that we will go on because someone in the ultra-materialistic West has got to present an alternative dimension to a generation bombarded on television, radio and in the press with a morality suggesting that the main aim in life is to gain as much as you can, as quickly as you can, and with little regard for anyone who might get in your way.

Religion has played a major part in the life of Man throughout his history and today it plays a large part in the lives of the majority of people in the world, whether as part of their personal everyday existence, or merely as a background to their laws and cultures. By showing what people believe and why they believe it, what effects their beliefs have on them and those with whom they come in contact with, we would hope to present young people with the idea that there is a spiritual, emotional side to life which can bring far greater rewards than the pursuit of materialism.

Moreover, because RE inevitably deals with people who lived thousands of years ago and thousands of miles away we have the opportunity of widening young people's understanding of the world and of promoting tolerance of others and their way of life.

Too often the emphasis is given to the differences between people – rich and poor, black and white, Roman Catholic and Protestant – but we have the opportunity to emphasize the similarities – the common feelings, emotions and experiences that we all share. The study of religion is the study of Man and his largely unsavoury history, but through it we explore Man's spiritual nature and see the heights to which he can aspire given the motivation; and we may even catch glimpses of Something or Someone far more important.

What has been needed for some time is a complete review of the subject in our schools, one which asks some crucial questions. We must ask ourselves, for instance, whether it should remain a compulsory subject in a country where most people claim no religious convictions. If it is to be included in the core curriculum, is it to be regarded as an equal with other core subjects? Is it to be offered for public examinations? Will employers regard it as a worthwhile qualification?

If we conclude that it is a desirable and relevant subject for today's youth and schools are prepared to give it a new standing in the curriculum instead of treating it as the poor relation, the future looks bright.

If indeed we were to take away the compulsory element and let the subject stand or fall on its own merits, it would at least be an honest indication of the nation's views. If, however, it is merely to remain on the timetable as a sop to the 1944 Education Act and the *status quo* is to be maintained indefinitely, then all I can say is, Lord help us.

Lynne Williams was head of RE in a Warwickshire comprehensive.

Harold be thy name

MICHAEL J SMITH

For the first time my school has this year officially entered candidates for public examinations under their abbreviated Christian names. Jennie, Nickie, Kate and Nick all appear on the computer print-out for Jennifer, Nicola, Katrina and Nicholas.

Apparently, the regulations state that the choice is theirs. It was pointed out to them that the names used on their entry forms would be the one which ultimately appeared on their certificates. They were warned that they might not feel quite the same about their chosen pet names when they need to produce their qualifications in adult life.

Most played safe and retained their full first name, presumably as on their birth certificates and elsewhere, but Jennie, Nickie, Kate and Nick all exercised their prerogative to abbreviate.

When children enter the school from the juniors we receive lists giving the full form of their Christian name. Christopher, Timothy, Elizabeth and Philippa are always written thus, even if they are known as Chris, Tim, Liz and Pippa. Throughout their school career they appear in class lists, registers and mark-books with their full names. Right up to the internally published "mock" examination results, these full written forms are used. Yet a few months later, these same pupils are allowed to reigster for their first public examinations as Chris, Tim, Liz and Pippa.

For a person to appear on various official documents with a variety of names spells confusion. It smacks of individual freedom having gone completely mad. If Anthony does not care for the name that he was given by his parents he can invite his friends and even his teachers to call him Tony, but as far as official documents are concerned it is too bad: he is lumbered with Anthony.

Here I declare an interest and claim to practise what I preach. I am very happy for my friends and colleagues to address me as Mike, but I invariably write Michael. As in many other linguistic circumstances there exist an acceptable spoken form and a correct written one. My daughter Jacqueline differs from me in that she happily signs informal letters "Jacky", the name by which she is usually known.

We recently made representations to her school when her report came home and we found that some of her teachers had had the temerity to write of her as Jackie or even, horror of horrors, Jacqui. If in doubt, they should have stuck to the full name. They could even have been content with the pronoun "she", as "Jacqueline Smith" was clearly at the top of each page, and rightly so, as it was an official document.

If Tom, Dick and Harry are to be permitted to enter for public examinations under their pet names, one wonders where it will all end. The dividing line between an abbreviated Christian name and a nickname is extremely thin. How will Zammo Maguire, Gonch Gardner and Hollo Holloway be filling in their examination entries at Grange Hill?

Michael J Smith is head of modern languages at Noadswood comprehensive school, Dibden Purlieu, Hampshire.

Lending an ear

ANGELA LEANEY

Deaf students often experience difficulties when they attend courses at hearing colleges of further and higher education. As a deaf former student myself, I set out to discover why these difficulties occur and what can be done about them.

I have received correspondence from many deaf students from various parts of the country. Their letters explain how they cope in the hearing world, and how hearing people understand, relate to and help deaf people.

Being a student gives the deaf a chance to show other people what they can do, and that being deaf need not be a handicap. Many deaf students feel that a college or school for the deaf is best as it provides the support of the staff for whom communication is not difficult, contemporaries who share the same problems and remedial teaching adapted to the special needs of the deaf.

The advantages of attendance at a college or school for hearing students are that the student is better prepared for life and work in the hearing world, and that the subjects available cover a far wider range than those catered for in colleges and schools for the deaf.

The letters I have received from my fellow deaf students and former students, as well as my own experience, make it clear that much can still be done to improve a deaf student's life at hearing colleges and schools, however. Many deaf students who wrote to me found it difficult to understand the lectures when the courses began. They are often used to interpreters who use sign language during lectures or suffered because they could not ask questions.

Deaf students often have to rely on fellow students in the beginning and have to copy their notes during the lectures. It would help if more photocopied lecture notes were provided.

Lecturers often walk in circles, looking up and down, which makes lip-reading difficult. And even if the lecturer mouths his or her words clearly, lip-reading for long periods is exhausting for deaf students. A female student said: "I was more concerned in getting the facts, than just catching the few odd words. I found lip reading a lecturer too much of a needless strain on my eyes.

Many lecturers talk to hearing students more than to deaf students. Lecturers may be in difficulty knowing how to help deaf students without having had experience of teaching deaf people. It should be part of their training.

Hearing students often realise that deaf people have difficulties and help them to follow the discussions. They are helpful, and they are interested to know about deaf people's problems. It has been known for hearing students to ask deaf students for help after the lectures. But sometimes hearing students find it difficult to understand the subject and so cannot be 100 per cent helpful to deaf students.

In fact, hearing students are sometimes better at understanding deaf people and speak more clearly than the staff, who usually write down short notes for them during the lessons or practical work. But some deaf people in part-time courses find it impossible to get to know the other students because they do not see them very often.

One female student copied the notes from the student sitting next to her. She made friends with the female students who went through the whole course with her. And they took down very full notes. But "sometimes during a lecture, colour slides were shown on a screen and I would need a small torch to see the other students' notes in the dark."

Usually deaf people had interpreters or a teacher of the deaf from their old schools who came to see if they were settling in or to explain the work. An interpreter is a great help but the problem is that local authorities will not pay the fees.

Some deaf students experience difficulties with course work because of their ability in general communication – making their own notes, writing, reading and listening. More extra or remedial help should be provided for deaf students.

In spite of the difficulties, many deaf students prefer a normal college: "I was treated almost as an equal, a person in my own right," a female student said. She feels she is doing something worthwhile and feels fulfilled.

Most deaf students at normal colleges say they learn how to co-operate and communicate with hearing students which helps when they start their job with hearing people. The change from a college for the deaf to a job in hearing society is too drastic.

Angela Leaney is a clerical assistant at the University of Sussex and is profoundly deaf. She received a large number of letters from other deaf students as a result of an appeal for their experiences on CEEFAX and would like to hear from more. Her adress is 16 Tumulus Road, Saltdean, Brighton, East Sussex.

BETTER SCHOOLS

This White Paper published on March 26 which includes proposals for legislation – on school governing bodies and in-service training and some final decisions in other areas such as AS levels – was summarized in The Times Educational Supplement on March 29.

Reprints of this summary are available price 25p each (cheques/postal orders made payable to The Times Supplements) from:

Lesley Griffiths, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.

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Dear teacher

CLASS 8 PRIESTLEY CPS

Our class has been going since 1982 and we have really enjoyed ourselves at Priestley School. There are all sorts of things we like doing and the ones we remember best are:

1 Drawing, painting and clay work. We should like to do some work with wood and make models with motors.
2 Working with the computer. Some of the programmes are really exciting, and we have our own computer in the class all the time.
3 Watching, feeding and taking out the tadpoles (and then frogs).
4 Exciting, different visits to Longleat, Slimbridge, The Oasis, Strawberry picking.
5 Exploring Calne. We should like more of this, and perhaps we could explore Chippenham.
6 Meeting interesting people, like Mr Deadman and his pottery.
7 Growing things, and gardening.
8 Doing plays and going to see them. We went to see "Joseph" at the theatre.
9 Doing "datapac", learning sounds of letters, learning to read.
10 Starting the day with telling news, writing and painting about things seen at home or on holiday.

When we have a new teacher, we should like someone who is normal, happy and good-tempered. We should like the teacher to be clever and to help us to share things. We like people who are properly dressed, kind and polite, and we like our teacher to be on time.

We think our teacher should make us feel at home and help us to keep the classroom tidy.

We should like someone who is healthy, good at PE and games, who thinks of exciting things to do outside school. We need someone who remembers things, and who can cook.

We don't mind whether it's a man or a lady, and we are not fussy about how old the teacher is.

We hope we haven't asked for too much!

Yours faithfully,
Class 8

This job description for a teacher of children with special needs at Priestley County Primary School, Calne, Wiltshire, was drawn up by the pupils.

Countdown to the GCSE

Preparation time for the new 16 plus is fast ticking away. Bob Doe reports on one analysis of what is involved for schools.

Secondary schools that have not begun to prepare for the GCSE yet are already falling behind. That is the conclusion to be drawn from a detailed analysis of the organization and management required for the new exam by Mr Peter Weston, a Humberside deputy head.

Using the sort of systematic planning techniques that were developed to tackle such complex undertakings as the D-day landings in Normandy and the United States's space programme, Mr Weston has charted the plethora of interlinked tasks schools must perform between now and the first examinations in 1988 and produced a 114 week action plan; this week was week three.

With the help of a planning technique known as "Critical Path Analysis" he has done more than simply list the 40 or so steps along the way. By examining the order in which they must be done and estimating the length of time each should take he has identified a string of vital deadlines that must be met if schools are to be ready in time.

Never before have schools embarked on such a wide ranging examination reform. Mr Weston estimates that something like 186,000 teachers will be involved in the switch to GCSE which will affect virtually every fourth year class in England and Wales from 1986 onwards.

And with fewer than 100 school weeks to go before the first GCSE exams are due to be taken and less than 40 before schools will be required to start teaching them, on his analysis schools should already be well into the first stage, and have decided whether or not they will use the local exam group's Mode one syllabuses.

Peter Weston, who is deputy head at South Axholme Comprehensive, Epworth, based his analysis on research he carried out last term while on one of the One Term Training Opportunity (OTTO) courses for senior teachers at Sheffield City Polytechnic. Clearly has had had to make certain assumptions about exactly what needs to be done and how long each task would take. But in making these estimates he has drawn on the experiences of 44 senior teachers in South Humberside and Rotherham comprehensives.

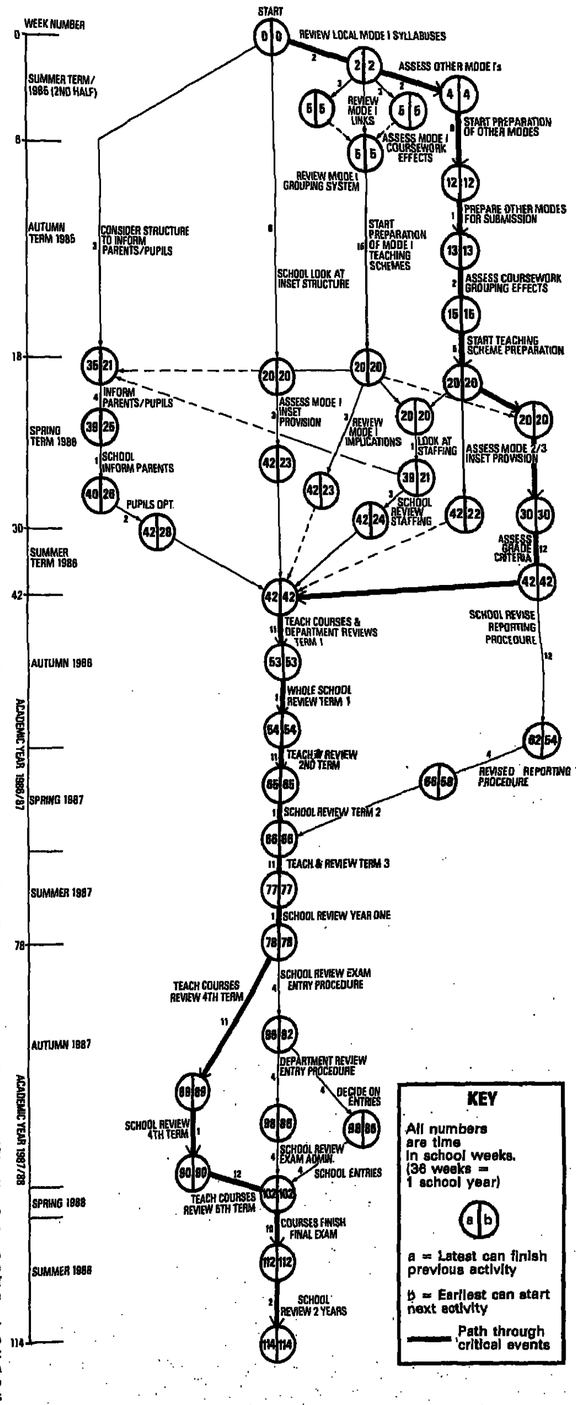
The analysis shows the magnitude of the job every comprehensive needs to undertake and a broad outline of each job that needs to be done. But it is far from being a complete blueprint for reform. It recognizes, for instance, that schools will need to develop new examination entrance policies, review new courses termly and inform parents about the new exams; it identifies the earliest and latest times each task must be done; but it says little about exactly how schools should go about them.

Neither does it allow for two major contingencies that could seriously disrupt GCSE preparation. One already is. Work on GCSE out of school hours has been proscribed by the major teacher unions as part of the current industrial action. Already many schools will be behind schedule because of this and if the action continues into next term the effect could be very serious. If it continues beyond the Autumn term it could mean the end of any hopes that the new courses can start, as planned, in September 1986.

Any delay in the publication of the new grade related criteria (planned for early summer 1986) could also disrupt timetables if schools are still expected to incorporate them into the first year of the new exam courses.

Sir Keith Joseph last month firmly ruled out any delay in the introduction of the new exams. But he is under pressure from local authorities to delay the new system by a year because, they say, the money available for retraining is inadequate. Sir Keith says he has been assured by the exam boards that they can meet the deadlines, but the boards too have criticised the Department of Education and Science for underestimating the scale of the retraining required.

The DES has promised £6 million to cover for the first wave of 60,000 teachers expected to attend day-release exams training courses next year. These teachers are expected then to return to their schools to pass on what they have learnt to colleagues. Nothing has been allowed for this final stage, and the Association of County Councils claims local authorities could be £10 to £20 million short of what they need. One proposal is to shorten the 1986 school year by 2 days to avoid the costs of finding cover for teachers



Peter Weston's Critical Path Analysis: preparing for and operating the GCSE

Every school should appoint a senior member of staff to oversee and coordinate GCSE development work throughout the school, Peter Weston recommends. Their unenviable job would be to make sure everyone knows about the following critical deadlines and to see that they are met.

Summer and autumn 1985

Senior management teams should be using what is left of the summer and autumn terms to consider the INSET implications of GCSE reform. "Few details will be available," Peter Weston says in the summary of his analysis, but "the schools will be able to assess the general effects of all GCSE staff being trained for whole days from the start of the spring term (1986)."

The school must also be thinking about how parents and pupils are to be informed of the changes, modifying their school information booklet and considering what new advice needs to be prepared for parents' evenings.

According to the Weston analysis, these two reviews should spread over about six and three weeks respectively and could take place simultaneously as neither is dependent on the other. These should easily be achieved within the 20 or so weeks available.

It is at the departmental level that the critical activity lies. Mode 1 syllabuses from local exam groups should by now have been sized up (two weeks allowed) followed by a review of other Mode 1s offered elsewhere (two weeks). This assumes the syllabuses are already available. In some subjects they are not yet and most are only first drafts. If they will not serve, alternative Mode 3 syllabuses need to be devised and drawn up that meet the national criteria and submitted within the following nine school weeks. That leaves two weeks in the autumn term to consider the implications of these courses for coursework and groupings and five weeks to make a start on preparation of teaching schemes.

Departments opting for Mode 1s can use the time set aside for preparing Mode 3 syllabuses for submission in considering groupings, coursework requirements, the effect on the lower school and sixth form curriculum and starting to prepare teaching schemes.

Spring term 1986

While preparation of teaching schemes proceeds, departments also have to consider their staffing and INSET needs and to make their contribution to the information to go out to parents and pupils some time during this or the following term.

Senior staff meanwhile need to assess the overall INSET implications of the syllabuses and modes chosen and, towards the end of the term, start to consider staffing for the following year in the light of departmental requirements and information received from the local authority.

"This staffing review is on-going as changes will occur because of timetabling constraints and staff movements," Peter Weston says.

Summer term 1986

The critical activity continues to be the preparation of teaching schemes, particularly as, by the start of the summer, the new grade-related criteria are due to be available and will need to be incorporated into the new courses.

Academic year 1986/87

With the new courses being taught to fourth years for the first time, Peter Weston provides for a whole school review of GCSE progress at the end of each term to thrash out teething troubles. Modifications will have to be made before the second wave of GCSE courses due to start in September 1987.

If grade-related criteria are introduced as planned, senior managers will also need to overhaul norm-referenced end-of-term reporting systems in time for the issuing of fourth year reports.

Academic year 1987/88

Departments still need to review their courses termly, for both the second run of the fourth year courses and the first of the new fifth year. Any changes made in syllabus requirements will need to be taken into account.

In the autumn of 1987 schools will need to review their examination entry policies and procedures. And with the first GCSE exams due in the summer term new exam timetables will be in force and schools will be involved in coursework moderation. They will also face for the first time any of the problems associated with differential papers.

Finally, 111 weeks from now, Peter Weston

HIGH SCOPE

The pre-school curriculum

This year, 12 people with a variety of pre-school interests have been on the first training course to be run in this country by the High/Scope Foundation from Michigan, famous both for a carefully planned pre-school curriculum and for follow-up research which established the tangible results of pre-school education.

The course was mounted by VOLCUF – the Voluntary Organisations Council for Under Fives – and the 12 came from a variety of institutions – maintained nursery schools, playgroups, family centres and private nurseries. They had ten weeks on intensive workshops interspersed with practical assignments.

The aim was both to introduce them to this successful American curriculum and to prepare them to train others to use it.

Here, Virginia Makins outlines that curriculum and the research behind it, interviews David Weikart, the founder of High/Scope and (opposite) describes its use British nursery centres.

Photograph: Martin Mayer

David Weikart: 'millions of new dollars going into early education'

The relationship created between teacher and child is the key thing in the High/Scope curriculum, according to its founder, David Weikart.

"It's like the joke about the family where the husband takes all the big decisions, like what to do about defence policy and Afghanistan, and the wife takes the small decisions, like what to have for supper and where the family goes on holiday", he said. "With the High/Scope curriculum, the child takes all the important small decisions."

He says it took an unusually long time to get the British venture off the ground – there is particular suspicion here about "structured" American pre-school programmes.

High/Scope, he says, is the only pre-school curriculum that breaks away from the traditional teacher-child relationship. In the highly structured behaviourist American programmes the teacher is obviously in charge.

In the play-centred curriculum, favoured by most British nursery practitioners, the teacher is subtly in charge. "She's at best benign, and often authoritarian, engaged in subtle management, almost harassment, of the children". Says Weikart. "Everything centres on the teacher: she says 'I really like that', or 'Do this for me', as though the child is an extension of herself."

"When the practice is good, the play curriculum can be marvellous," he says. "But often, even where the commitment to children is tremendous and the language is great, when you look at what's happening, you find an enormous wastage of time, and that children are often doing exactly what teachers tell them, in a ritualized way."

What High/Scope offers, he says, is not so much a structure as a methodology. "It's not a cookbook – it's very demanding on a teacher's skill and imagination. The teacher must fit in with the children's intentions. If she wants to bring in concepts like number, or spatial relationships, she has to enter into the children's play".

"People here are worried about the idea of structure. But High/Scope doesn't tell them what to do, it gives them a way of thinking about it.

"The structure provides an open framework that encourages people to innovate."

He believes that agreeing both goals and methods brings benefits you don't get in an unstructured play curriculum. "Often people's goals are way up in the air somewhere, and their methodology is so diverse that they can't discuss it without simply exchanging personal opinions.

"If I go into a High/Scope classroom, and find that the cooperation and talk between children is marvellous, but that the children aren't good at manipulating materials, we can immediately discuss ways of getting better work with materials without losing the other things."

Weikart stresses that High/Scope does not claim to be a complete programme, and that it keeps developing and building on people's experience. Recently, for example, they've decided it's extremely important to give children opportunities to develop a feeling for simple rhythm and beat.

"It's not complicated, but if it's not deliberately introduced, many children – boys, in particular – don't develop it. If you bring it in at three, 90 per cent of children will develop a sense of beat." He says it's important to be down to earth and specific about such aims – you don't talk vaguely about music, you come down to the level of simple beat.

There's no doubt that some people in Britain have been put off by the mouthful of "The Cognitively-Oriented Curriculum", High/Scope's chosen name.

"People think cognitive means academic, but we mean it in the psychological sense – problem-solving, understanding, conceptualizing. We're finding ways of encouraging children to project, form theories, use language to explain, experiment, try things out – to use scientific method."

He also believes that helping children to make choices, to take responsibility, to gain mastery over concepts and materials is one of the best ways of promoting their social and emotional development.

He says that good High/Scope practice doesn't need too many resources. "People sometimes find themselves throwing away some of their fancy doodads." One "fantastic" programme in Columbia runs on $100 a year for equipment.

Nor does he feel that the high staffing ratio – one to five – in the original project was necessary. "You can have too many adults – though it would be hard to go much above one to ten".

Weikart is clearly extremely proud of the original High/Scope research. "It's been reviewed over and over again, but it was a sound experiment, and its results relate to other data collected by the police and other agencies.

"The long-term effect of preschool is simply not an issue any more in the United States", he says. "Millions of new dollars are going into early education." They have just been funded to look at 19-year-olds who attended two other High/Scope nurseries. The data won't be as clean and tidy as the original study, says Weikart, but "if the results check out, I'll laugh all the way to Washington".

The High/Scope pre-school curriculum began in Ypsilanti, Michigan in 1960, when people in the United States were beginning seriously to think how to help "disadvantaged" children.

David Weikart, the main instigator, was then working for the Michigan school system, and he and his colleagues decided to focus particularly on children's cognitive development.

The theory was Piaget's but the practice evolved largely through the work of an Israeli psychologist, Sara Smilansky. Her main contribution was to make sure the children were directly involved in planning their own activities, by a method which is now known, in shorthand, as "Plan – Do – Review".

Children in a High/Scope nursery start each session by planning and telling the teacher what they are going to do. The room is organized into clearly defined areas – a big nursery might have a creative area, with paints and junk for modelling; a brick area, with a variety of different kinds of bricks and toy vehicles; a quiet area with toys such as puzzles and play people and construction sets like Lego or Modulo; a book area; a house area; a discovery area, with animals, plants, lenses, magnets and electrical bits and pieces; a sand and water area; a music area; and an outdoor area.

Different nurseries arrange things differently – High/Scope is designed to provide "flexibility within a clear framework". But there are always distinct named and labelled areas where every piece of equipment has its own labelled place and is available for children to use at any time.

If a child wants to take some play people over to the brick area or some cars to a road he's made in the sand, that's fine – but when he has finished they will be put away in their appointed place.

After "planning time", the children move into "work time", when they carry out their plans. If a child firmly insists that he's going to do nothing, he'll probably be asked to decide *where* he's going to do nothing.

During "work time", the nursery staff watch the children's play and enter into it to extend it and bring out basic concepts: "Can I put my car in your garage? Will it fit? Have we got enough teacups? Ideally, there will also be plenty of local outings, which can lead to more elaborate play.

If a child runs out of steam on a project, the teacher will ask them for their next plan – but experience suggests that the "Plan – Do – Review" approach does greatly extend the time children will spend on one project, and makes for the development of much more complex play.

After "work time" comes "recall time", a fairly formal session with an adult and a small group of eight or ten children. The children describe what they've done, and the teacher can draw out interesting aspects.

Teachers also use the "recall" session to record what children have done, and the records can be used to keep parents in close touch with their children's activities and achievements.

Planned parent involvement is an important ingredient of the High/Scope curriculum, and the High/Scope manuals have detailed ideas about how to run workshops for parents to explain the methods and ideas behind them.

"Recall time" often merges into "small group time", a short session explicitly led by the teacher, where the children do or discuss something together. Every day also has "circle time" when all the children in the nursery come together for a story or an activity; and – last but not least – "clearing up time" when the children put every piece of equipment back into its place.

The basis for teacher's planning and evaluation is a list of about 50 "key experiences" which High/Scope believes all children need if they are to master important skills and concepts. They are divided into five groups: active learning; representation; logical reasoning; and understanding time and space.

Those are then divided and subdivided. Logical reasoning, for example, is broken down into classification, seriation and number concepts. Classification is then divided into several other categories, including investigating and labelling attributes, similarities and differences (sorting and matching); using and describing one thing in different ways; and distinguishing between one and all.

The copybook High/Scope practitioner is supposed to keep the key experiences in mind when observing and playing alongside children, when planning activities for "small group time" and "circle time", and when evaluating children's progress.

The curriculum has been adopted in many countries and cultures, and has been adapted for isolated rural communities in South America, handicapped children, bilingual children and other groups with special needs.

The fullest description of the High/Scope curriculum is *Young Children in Action*, by Mary Hohmann, Bernard Banet and David Weikart, available from the National Children's Bureau, price £14.60 (incl p & p).

What the research shows

Research by the High/Scope Foundation into what happened to children who attended the original Ypsilanti Perry Preschool Project shows that pre-school education can produce enormous educational, social and economic gains.

All the children in the project were highly disadvantaged, and most were classified as "educable mentally retarded". The project was well funded: the adult:child ratio was one to five and the two-year project involved one and a half hours of home visiting every week.

The foundation has followed 58 children in the project through to the age of 19, together with 65 children who did not have any pre-school experience, but were otherwise carefully matched to the project children.

At the age of 19, 15 per cent of the project children were classified as mentally retarded, compared with 35 per cent of the control group; 67 per cent completed high school, compared with 49 per cent of the others; 38 per cent went on to college or job training, compared with 21 per cent; 50 per cent had jobs, compared with 32 per cent of the control group; 45 per cent supported themselves with their own or their spouse's earnings, compared with 25 per cent; 42 per cent got satisfaction from their work, compared with 26 per cent.

The High/Scope 19-year-olds were less likely to be involved in crime: 31 per cent had been arrested compared with 51 per cent; 24 per cent were charged with crimes involving property or violence, compared with 38 per cent. Fewer were on public assistance (18 per cent compared with 32 per cent) and the girls had fewer babies – 64 per 100 women compared with 117.

Economists calculated that, when it came to benefits for the community, the investment in a high-quality pre-school programme returned $7 for every $1 invested.

The most recent report on the longitudinal study is *Changed Lives* – High/Scope Press 1984 – which will shortly be available from the National Children's Bureau, 8 Wakley St, London EC1, price £12.50 incl p & p.

Children taking responsibility for their own work and small group time (right) give staff the chance to see what under-fives are capable of Photographs: Hartcliffe Nursery Centre by Chris Gregory.

The British experience

Hartcliffe Nursery Centre, Bristol

Hartcliffe Nursery Centre, in Bristol, was built to provide pre-school care for families who live on local estates – many of them in difficult circumstances.

One end is a day nursery, and the other a nursery school. They are linked by a joint staff-room, and share outdoor play areas. Joan Sharp, head of the nursery school, was on the High/Scope course this year.

The school is big, with 120 children coming in two long shifts: one from 8.00 to 12.30, the other from 1.00 to 5.30. Both groups have lunch, and children can have breakfast or tea. The school is open throughout the holidays: staff holidays are staggered through the year.

Each shift has its own staff – with two teachers and four nursery assistants – but because of the staggered holidays, they're rarely all there at once.

Joan Sharp came to Hartcliffe 18 months ago. She and the staff had already decided to make some changes before the High/Scope course came up. It would have been possible to limit the experiment to one room or one shift: instead, the staff decided to put it in the whole school.

As a result, they say the year has been hectic, with great ups and downs in morale: "The children adapted much faster than we did." They feel it will take another year to get the system going properly and assess its results. But they already seem quite excited about it.

Before High/Scope, the L-shaped nursery, which has two large rooms and two small ones, was split into two separate classes, each with 30 children. But before Christmas, they reorganized the whole space High/Scope style, with different areas.

There is a book area; a table toy area (with things like small construction sets and jigsaws); a cooking area; a sand and water area; a home corner; a creative area, with paints and junk modelling; a discovery area, with plants, magnets, electrical bits and scales; and a music area.

All the equipment is on open shelves, and each brick and tool and toy has its place, labelled with a picture or symbol. Clearing up time, towards the end of each shift, is an amazing sight, rather like a speeded-up film, with children putting everything away in its marked place, and staff and children mopping and sweeping and wiping, restoring order in seconds.

All the staff I talked to thought that the reorganization had been a success. It offered children much more choice than the old system where staff chose different things to put out every day. But it also offered greater security: the children knew where everything was from day to day.

"Before there was plenty of variety and stimulus, but there wasn't much continuity in children's play because things changed every day. There's much more purpose to what children do now," said a teacher.

The two shifts plan their days rather differently. But both stick pretty much to the High/Scope division of the day (see details of curriculum, above), and try to get children to plan, however sketchily, what they want to do.

The most obvious change for staff is the "small group time", when they have to devise an activity for a group of eight or ten children. Some seemed to find this easier than others. But the best sessions seemed to have children productively absorbed. One group had some mirrors, and were discussing reflections. Another was at the water table classifying objects into "sinkers" and "floaters", the teacher carefully watching what they were doing and putting it into words: "Look, even when he pushes the pencil down it still floats".

The "work time", the longest session of the High/Scope day, when children get on and do whatever they've planned, looks more familiar to nursery staff. But it may be there that High/Scope has brought the biggest changes.

Several of the staff said that they are now spending much less time managing children's activities, and much more time watching and joining in. "You can see what individual children are capable of, rather than just policing what they're doing," said a teacher.

Certainly, at Hartcliffe, you see the staff joining in children's play for long periods – 10 minutes or more. Meanwhile, other children seemed completely caught up in what they were doing, making handprints not because handprints were the thing that day, but because they had chosen to, or investigating magnets, and the staff had time to stand back and watch them.

As a result of the watching, and also of the specific "planning" and "recall" times, the staff say they have a much clearer picture of how individual children spend their time. Several were surprised to discover how well children thought things out.

After "work time" comes "recall time". Some of the "recall" sessions I saw simply consisted of children cataloguing their activities: "Played with the sand, that's all I done". "Been busy, did a painting and tidied up."

But in some groups there were interesting post-mortems on what had happened – talking about how the consistency of the playdough had changed when the mixture was heated up, or how sand wheels had behaved.

At planning and recall times, the staff keep brief anecdotal records of what children planned, and did, and said about it, and the records give a good picture of children's activities, and can be used to check that a good variety of "key experiences" have been covered.

Both Joan Sharp and Maude Brown, the Avon nursery adviser, are convinced that the quality of the work of both children and staff has improved with the High/Scope system.

"High/Scope has given us a common language, starting from the same base," said Joan Sharp. "So much in nursery practice is open to misrepresentation: this has made us much more accountable, and has meant we can explain very clearly what we're doing.

"I liked the familiarity of High/Scope – nothing was too different from what we already did. In fact, everything they said on the course, my first reaction was: 'I already know that'. But my second reaction was: 'I know it – but it isn't happening'."

Greenleys Family Centre, Milton Keynes

At Greenleys Family Centre in Milton Keynes, Pat Stace is even more enthusiastic than the Hartcliffe staff about the changes brought about by High/Scope.

The centre is run by the National Children's Home, and works with parents who need help with their lives and their pre-school children. Most parents and children come to the centre together for two or three days a week, but a few children come on their own.

Pat Stace went on the course because someone in another NCH centre had become enthusiastic about High/Scope. "I didn't realize the enormity of the task – I thought it was just another course," she said.

She and another worker have now set up a room on High/Scope lines for a group of about 12 children. Before High/Scope, they chose and put out different activities every day: "It would have been unthinkable for a child to go to a cupboard and help himself." Now everything is laid out in five areas – a house area, brick area, sand and water area, toy area and art area.

"It's greatly extended the children's play," says Pat Stace. "Before some children would simply run a car up and down – now they will begin to build roads and buildings."

At first, she found it quite hard to stand back and watch children, and not to suggest too many ideas and help them out too quickly. But now they do it "almost naturally", and find it's paid off.

"Even with children we knew well before High/Scope, we found out so many new things about their abilities. We used to know what children *couldn't* do – perhaps because we were setting out the wrong things for them and they gave up.

"Now the children plan to do things they know they can do, and we can take it from there and help them to stretch it. Where they used to scribble, they now do marvellous drawings. Perhaps it's because before they would see pencils and paper on the table and go there with no ideas in mind and just scribble: now they go with a clearer intention.

"High/Scope makes you more aware, and increases your powers of observation and assessment. Before, at case reviews, we would say something like: 'She's no trouble'. Now we can say: 'She can do this, and that, and she can't do this yet but she's learning'."

Pat Stace has used the small group time to do some interesting infant-style work with the children, investigating things like the texture of different materials, with results well displayed on the walls.

She could also point to several examples of work of a quality they never saw before High/Scope. Two children had built a complex, and well-painted, junk model of something that looked like a huge Mississippi paddle steamer, which they called a "boat-train". A child had drawn a carefully-observed bicycle, and another a bicycle wheel, with all its spokes in place.

The children's pictures, on the wall, were explicitly described: "This is John's house. He is indoors, watching TV". "Before we would have just put his name on it, and that's it," said Pat Stace.

The system has worked well with children who have speech difficulties, and also with a hyperactive child, who simply rushed around at first: "We had to keep catching him and getting him to choose an area to work in. Now he still has a short concentration span – but he'll choose an activity, settle down to it for a bit, and get results."

Pat Stace believes that all the children have changed significantly since they adopted High/Scope. With some it's been "a roaring success, and changed their whole way of playing. With others – perhaps the brighter children – it's had less of an impact".

The VOLCUF evaluation

The effects of the training partnership between High/Scope and the Voluntary Organisations Council for Under Fives is being evaluated by a team from Oxford University Department of Social and Administrative Studies.

Kathy Sylva, Teresa Smith and Elizabeth Moore have published an interim report, giving some of the reactions of the participants and the agencies that sponsored them.

They had been attracted by several features of the method: as a counter to what they saw as a general *laissez faire* attitude – "You mustn't push a child"; for its notion of helping a child to make choices and to plan; for its rigour and clarity; and as a practical way of approaching children.

They felt High/Scope would be good for staff development and standards: "Some of the programmes in our preschool settings are pretty sloppy"; "We want to achieve a higher standard of work with under-fives".

Half-way through the course, most of the participants reported that many of their fears about the rigidity of the curriculum and its compatibility soon disappeared. But most could see at least one obstacle to implementing the curriculum – lack of time, lack of money, resistance from staff, resistance from parents, inadequate premises.

The researchers have also observed children in five of the ten demonstration centres both before and after the implementation of High/Scope, to see if there are changes in children's behaviour and the complexity of their play. A full report will be published later this year.

One or two of the participants have marked reservations about both the course and the curriculum. One problem they all found was that there was no High/Scope centre in action that they could observe and visit.

"We had to buy it before we knew what we were buying," said Val Angle, a tutor with the Greater London Pre-School Playgroup Association. Now she has seen people trying to implement it in an already successful playgroup she feels: "I wouldn't adopt it as a package. I don't feel it's giving a great deal to the standard child. It might have more to offer for children with special needs, or for older children."

The playgroup where it was introduced runs two sessions a day. They kept to their ordinary practice in the mornings, and tried High/Scope in the afternoons. Val Angle says that they found the High/Scope routine "rather bitty, in a two-hour session". It interrupted the flow of play.

"They already had a very good way with children, relaxed and very observant," she said. "They found that the normal PPA morning sessions were more enjoyable, and felt that the children got more out of them and had a more interesting time," she said.

One problem with High/Scope in Britain is that a curriculum designed for three, four and five-year-olds is being implemented only for threes and younger fours.

One or two schools have already expressed an interest in workshops which this year's guinea pigs will be running next year. If those create enough response, VOLCUF and High/Scope may run another full-scale course in 1986.

هكذا من الأصل

Review

A History of the Soviet Union. By Geoffrey Hosking.
Fontana £4.95. 0 00 686000 1. Collins £12.95.
Soviet Economy and Society. By David Lane.
Basil Blackwell £8.95. 0 631 13876 5.
State and Politics in the USSR. By David Lane.
Basil Blackwell £8.95. 0 631 13873 0.

. . . and a fictional version: Tom Courtenay in the title role of "One Day in the Life of Ivan Denisovich"

Being fair to Russia

PIERRE WATTER looks at two new competitors in the Soviet studies marketplace. One he judges to be excellent, but he finds the other seriously misleading

It is distressing that a review of works of such disparate quality as these should concentrate on the less worthy. But whereas a conscientious reviewer can safely leave a judicious, maturely pondered and fair history to do its work secure in the knowledge that its effect will be salutary, he is in duty bound, when something seriously misleading falls into his hands, to show it to be so, in the hope of mitigating its consequences.

Unlike Hosking's work, which is a first-rate introduction to Russian history since 1917, the two volumes by Lane are a prime example of how an apparent objectivity and impartiality can cloak a partisan, in this instance pro-Soviet, approach. The works give the impression of thorough research and scholarship, and this they are, provided one bears in mind the standpoint determining the range of what has been taken to be relevant, and its interpretation.

It will be as well, before proceeding, to anticipate the objection that what follows does not give a "fair" impression of Lane's work, by asking what different treatment might have been possible that would have avoided the comment. I might, for instance, have devoted most of this review to considering whether Lane has any legitimate grounds for taking it virtually for granted that post-1917 Russia has ceased to be a capitalist society, (ie that, in Marx's terms, production for use has there replaced production for exchange); and that it is no longer, consequently, a class society, but a worker's state, albeit perhaps of a somewhat peculiar nature. This would have involved considering whether it is possible to take seriously the so-called "theoretical" discussions of the matter produced in Russia with, necessarily, official approval; and considering what judgement should be passed on someone who treats these as though they were the fruit of an untrammelled critical examination, and as though they were not uncritical in fundamental respects, owing to the regimentation of thought that remains an essential feature of post-Stalinist Russian society.

To be "fair" to Lane would have been to leave out of account everything controversial in these two works that might reflect on his approach. This would, however, have given a quite false impression. It would, moreover, have been grossly "unfair" to those for whom the review is intended, to those who read it to be informed about how the writer has used the material at his disposal, that is, how trustworthy the result is. This is especially necessary in dealing with a work about Russia that in the nature of the subject lends itself to partisan treatment, the more so when the publishers proclaim it to be "indispensable to Soviet specialists and students of economic, social and political studies".

In *State and Politics in the USSR*, there is a historical excursus, some of which perforce deals with Stalin. Here the extent of the terror is played down by giving only the number of inmates of the labour camps at any one time, put at about 5,000,000 in 1939. However, their expectation of life is not considered, so that one has no notion of the "turnover" in terms of which alone the numbers who perished can be computed – a number which alone can give some idea of the horror of the period. Hosking, discussing the matter, suggests that the "casualties of the Stalin terror totalled 15–20 million".

Lane's treatment of the labour camps contrasts with his comments on the war which, he writes, "was to be a nightmare experience, for the USSR lost 20 million people . . ." Implicit here is a comparison between the war and the camps which makes the latter seem very much less terrible than usually believed. But the comparison is invalid; for it to be legitimate, the deaths in both instances are what should be given. And then, if Hosking's figures are to be credited, it becomes plain that they are on a par.

Later, in a totally different connection – a comparison of Lenin and Stalin – there is this quotation: "Stalinism was excess, extraordinary extremism . . . It was not . . . merely coercive policies, but a virtual civil war against the peasants; not merely police repression, or even civil war style terror, but a holocaust that victimised tens of millions of people for twenty-five years . . ." The effect is plain: against the pages of supposedly measured, impartial treatment of Stalin that have come before, against the one-sided examination of the numbers of inmates in labour camps that left out of account life expectancy, such a short quotation lost in the midst of a "theoretical" discussion cuts little ice. Lane can not be accused of not having characterised Stalin's regime properly in the work as a whole. But by placing information thus, and giving different weight to its treatment in different places, he may well give an inexperienced reader a false picture of Stalin's regime.

But then there is no entry in the index of this volume relating to forced labour or labour camps; and only one in *Soviet Economy & Society* under "labour camps", when the following appears: "The Soviet labour system under Stalin was not, however, solely based on financial incentives to stimulate supply. Coercion was also used. Labour camps were organised in the east and the north and approximately five million people laboured on construction projects. This is quite exceptional in a modernising society and is a throw-back to similar though smaller developments which had occurred under the Tsars." From this one may plausibly deduce that labour camps no longer exist today. It is not necessary to comment on the tone of the passage, the effect of which is to suggest that forced labour was a mere transient phenomenon, and that even under Stalin labour had been in the main "free".

How refreshingly different is the view of Hosking. "The labour camps and the terror were an intrinsic part of Stalinist society. They resulted directly from the methods the party resolved to use to transform industry and agriculture, to eliminate 'bourgeois specialists', and to appoint its own promising young men, as well as from the methods Stalin used to defeat his opponents." Hosking goes on: "But no nation can consume its own population in such a reckless manner without suffering incalculable damage. As a system of rule Stalin's terror could not persist indefinitely. Yet trying to end it was to bring his successors some very difficult dilemmas."

Here one is in the real world that saw the publication in 1962 of Solzhenitsyn's epoch making *One Day in the Life of Ivan Denisovich*, a work that caused a furore by making public what was generally known, though concealed out of fear. Unlike Lane, Hosking makes it clear that though terror of the Stalinist brand has gone, terror in milder form remains, together with the labour camps and forced labour. That there have been improvements is undeniable, even (under pressure from the condemned) in many of the camps. Nonetheless, terror, forced labour and camps remain features so meshed into the present structure of Russian society as to be ineradicable. This the post-Khrushchev history of alternating "liberalism" and repression makes evident. How could an uninformed person reading only Lane's perfunctory dismissal of labour camps as exceptional become aware of this? Lane does note that since Khrushchev's fall "KGB activity seems to have been on the increase". He goes on: "But there is no evidence of police repression or a return to terror". What, one wonders, are his conceptions of "police repression" and "terror", which seemingly exclude labour camps, exile (such as that of Sakharov), incarceration in lunatic asylums under drugs etc.

Lane uses the method of false comparison once more in his discussion of relative inequality as between Russia and the West.

Whatever inequalities may be in the West, there is nothing in principle that prevents the poorest from going to the same shops and buying the same goods as do the richest. What prevents them is only the want of money. Not so in Russia where, as Hosking points out, a whole range of goods can be obtained only in "limited access" localities and shops. That is, sections of the population are by their standing in the social hierarchy of the country debarred from going to places (Moscow and other big cities, for example) and to shops reserved for the exclusive use of their superiors; so that even if by some curious circumstance, they were to amass enough money to be able to buy certain classes of goods, they none the less could not do so, because the places where these were to be obtained would be closed to them.

Inequality in the West and in Russia is thus not at all the same phenomenon. A mere comparison of differential rates of pay is thus of no value whatsoever, since it assumes just what does not exist, equality of access to all available goods, provided one has the money.

Lane should know this perfectly well. Indeed, he discusses preferential (or limited) access in a different context. He starts off: "The life styles on the various elite groups (military, political, creative, intelligentsia) have not been studied in the Soviet press", quite as though this were some sort of oversight and not, as it obviously is, a matter of policy, since to make the privileges of the ruling strata common knowledge would be to invite disaffection and unrest. He goes on: "Matthews . . . points out that they have preferential access to transport, housing and medical facilities and enjoy access to better quality consumer goods. They also have access to information not available to the masses . . ."

This mode of argumentation without a blush compares unlikes and keeps apart matters which self-evidently belong together and are essential to any proper assessment of what is being discussed.

One could go through Lane's volumes to extract other instances of misleading presentation. There is a question of internal passports, considered quite independently of the dwelling permit known as *propiska*. Hosking's discussion of these shows quite clearly that the mere granting of an internal passport (which seems nothing like as common as Lane asserts) in no way abolishes the restriction on movement within Russia reintroduced by Stalin, as Lane allows one to suppose.

There are gems like the following in Lane. "Has the Soviet Union succeeded in eliminating waste? Is it less wasteful than the capitalist economy? The answer is ambiguous. Central planning has ensured a low-wage full-employment economy: the waste of structural unemployment has been eliminated. But labour power and capital are inefficiently used . . . The USSR has wasteful occupations – police, "controllers", censors – though less so than the armies of salesmen, insurance officials, tax accountants and stock-brokers endemic to advanced capitalism. . . ."

Clearly, even Lane, for all his relish for things Russian, does not dare to answer his question about eliminating waste affirmatively. His mention of full-employment as a benefit comes oddly at a time when Russian rulers are struggling to get rid of it as a fetter on development. Full employment Russian-style may be politically useful but it is economically unfortunate, ensuring poor quality workmanship, low productivity, technological backwardness, and concomitant waste of resources on a gigantic scale.

It is not conceivable that Lane can be unaware of these aspects of recent Russian economic policies, aimed at reducing over-manning; nor can he be unaware of the fact that the monstrous over-manning that exists there is but "structural unemployment" in different form, and just as wasteful in its own way.

Had Lane known Marx a bit better (his "exposition" of *Capital* is a joke, so crude it is), he would have realised that the circumstances already evident to Marx, the fact that technology developed by commodity production in principle does away with the dependence of production on human labour, is coming about; and that modern "structural unemployment" has little to do with "capitalism", and much with modern technology which no longer requires the quantities of human labour heretofore essential. This being so, what faces Russian rulers here is the problem of how to reintroduce "structural unemployment" without risking a political explosion.

It is to be noted that in works bristling with statistical tables, figures and exact quantities, Lane, when it comes to a comparison of wasteful occupations, contents himself with mere unsupported assertion. Of course, it is easy enough, when one has virtually denied the existence of labour camps and terror in present-day Russia, to make light of police, "controllers", censors and so forth. But in the real world, where labour camps still exist, and a modicum of terror remains to keep the generality in check, one may assume that those needed to do the work connected with these constitute a considerable force, and together with equally wasteful occupations Lane here neglects to mention (those connected with the endemic black market and the "second economy" producing for it illegally) make up an "army" doubtless as considerable as those of the salesmen, etc. in the West, and possibly larger.

Lane's works should not be found in any library likely to be used largely by students whom they will mislead and misinform. Hosking's work, however, is altogether of a different nature, and is to be highly recommended. No-one reading it can fail to be impressed by its sound sense, its mature weighing up of the issues and its considered judgements; and in the end by the humane optimism founded upon a trust in the people. It certainly should be in the hands of everyone wishing to be informed about present-day Russia.

Town and around

Holding Your Ground: An Action Guide to Local Conservation. By Angela King and Sue Clifford.
Temple Smith £5.95. 0 85117 250 4.
The Conservation Review. Introduced by David Bellamy.
Webb and Bower £4.95, £10.95.
0 86350 064 1.
Naturewatch. By Adrienne Katz.
Piatkus Books. £7.95 £3.95. 0 86188 301 2.
The Owl. 0 241 11468 3. **The Duck.** 0 241 11466 7. **The Hedgehog.** 0 241 11467 5. **The Starling.** 0 241 11469 1.
All by Joyce Pope. Illustrated by Elizabeth Goss.
Hamish Hamilton Animals in Towns series. £3.95 each.

Successful campaigning of any kind is, I believe, as much a matter of temperament as training. However, for those of us who undertake such action only in the hour of need and with unconfident unease, *Holding Your Ground* provides the support and information. It can't endow us with the courage and intrepidity of the creative campaigner, but it shows how to act sensibly and effectively when the environment is under threat, instead of, as all too often, bottling up anger until the situation is irreversible. This handbook is essential reading for anyone who actively cares about the environment. It includes both heartening and cautionary tales, and is particularly acute at pointing to the first signs of environmental hazard and demonstrating a range of ways to resist it. Not only are the threats to different kinds of habitat identified, but the local government chain of responsibility clearly set out, and organizations who offer help, financial, moral and physical, are listed.

The Conservation Review determinedly looking on the bright side, reports many cheering individual and corporate efforts both in Britain and internationally. Doubtless it is right that someone should stick up for large companies and government bodies when the atmosphere is heavy with doom, gloom and suspicion. I feel churlish having read the wildlife report written by the Conservation Officer for the MoD, for wondering if tanks on manoeuvres are ordered to avoid rare species of plant or important wildlife habitat. For them, as for many of the bodies and companies who feature in this book, conservation is a secondary consideration – but undoubtedly in this less than ideal world, we have to be glad that it is a consideration at all, and we should be grateful to the Conservation Foundation who have encouraged an increasing amount of industrial sponsorship of conservation. (The Conservation Review itself was sponsored by Gulf Oil.) This book also has an extensive directory of useful names and addresses.

I do not envy any publisher producing a book on nature study for children after J B Cornell's superb *Sharing Nature with Children* (Exley). Adrienne Katz, in *Naturewatch*, gives us a busy compilation of things to do with children, but I miss a sense of real understanding. There are some minor inaccuracies – ants are not blind, though they have rather poor sight and what Blochwich meant by *quick* snails in his "Anatome of the Elder" was living rather than fast-moving, but these are small considerations. Rather more disquieting is the jumble of confusions in the "Pest Control" section with caustic soda and nicotine listed under the headings "natural" and "non-toxic" and the word fertilizer used, as far as I can judge, in error instead of "insecticide". A point that should have been made is that even pest control methods used by organic gardeners have to be used with discretion: gloves should be worn when applying nicotine, even in weak solution and it will kill bees, and derris/pyrethrum mixtures will destroy the eggs and larvae of ladybirds, as well as being dangerous to fish, tortoises and toads.

The four new books in the Animals in Towns series from Hamish Hamilton will stand among the classics of this kind of literature. They are non-fiction books which can be read and enjoyed over and over again. There is a high level of accurate information absorbed into Joyce Pope's most readable style. The illustrator Elizabeth Goss is also to be congratulated for her witty and compelling pictures. Full colour on every page, and beautifully produced, these are fascinating books for town or country children.

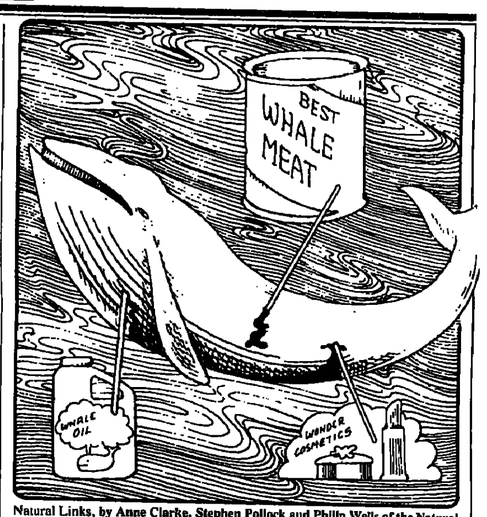
How to Make a Wildlife Garden. By Chris Baines.
Elm Tree Books £8.95. 0 241 11448 9.
The Wild Garden. By Violet Stevenson.
Windward £8.95. 07112 0422 5.

Reviewing these books presents one happy problem: the manner of the accolade. Both authors are brimful with intelligent and inspirational ideas and practice, and while they address the same subject, they do so in individually distinctive ways. Ideally one would have recourse to both books, but for direct use with a school group, Chris Baines' is the more accessible. He makes his argument with great clarity, and though it was not principally intended as such, his book is a good introduction to the fundamentals of ecology. The style of *How to Make a Wildlife Garden* is breezy, colloquial: adaptable to practical instructions, to explaining their conceptual basis, or to a visionary account of the ways in which plants and animals respond to an inviting well-planned, wildlife garden. I expect to see wildlife patches springing up all over the country in the wake of this book, which is precisely what is needed while the countryside itself recovers from the agro-chemical onslaught.

Violet Stevenson, whose book on herbs is outstanding in a field notable for excellence, takes a subtler, more literary approach to the wild garden. Her strength is in creative juxtapositioning of plants and imaginative aesthetic effect. Concentrating more on planting detail, she nevertheless creates an environment in which newts, frogs, buttorflies and other creatures find refuge. Her description of the wild creatures she and husband observed around their quite small garden pond would make anyone yearn to have one too.

What both writers stress is that a wildlife garden is not a wilderness, indeed, a wildly overgrown habitat is attractive only to a limited range of plant and animal species. They also make the point that wildlife gardening requires management. Not all wild flowers have invasive habits and it is simply not enough to scatter a few seeds over a shabby overgrown piece of waste land and await a wild paradise. Chris Baines is a landscape architect and he brings his experience to the service of wildlife, showing how in even a small space, several habitats can be laid out to interact with each other: meadow lawn, best-loved and threatened grassland species can thrive and provide food and shelter for small mammals and insects; woodland edge, attractive to bird life planted with primrose, red campion, wood anemone and ramsons; a pond where endangered newts and frogs can breed, and a marshy patch and damp places where they can live for the rest of the year; a space enriched with nectar-rich cottage garden plants (food for butterflies) where humans can be comfortable and enjoy the rest of the wild garden; finally, even a vegetable patch possibly a better bet in an ecologically balanced wild garden than many a one soaked in herbicide and insecticide. Violet Stevenson has in addition instructions of the composition of a fern area, a heather garden and a wild herb garden. Useful notes on raising wild plants, the provenance of seed, and a list of nurseries which provide seed are provided in both books.

Francesca Greenoak



Natural Links, by Anne Clarke, Stephen Pollock and Philip Wells of the Natural History Museum (Cambridge Educational £2.50) introduces basic ecological concepts, including food webs, using clear diagrams, graphics and a straightforward text.

. . . Calling all publishers . . .

You are now invited to send entries for this year's *TES* Information Book Awards. One award will be for a book for children up to the age of nine, the other for a book for those aged between 10 and 16. To be eligible, books must have originated either in Great Britain or in the Commonwealth between September 1, 1984 and August 31, 1985. The closing date for entries is August 31, 1985.

The judges for the Junior Award will be Mary Jane Drummond, tutor in education at the Cambridge Institute of Education and a language development specialist; Marion Glastonbury, who is a regular contributor to education journals; Beverly Anderson, senior lecturer in the department of education at Oxford Polytechnic, and a writer and broadcaster; together with the editor of *The Times Educational Supplement*.

The judges for the senior award will be Patrick Eavis, headmaster of Queen Elizabeth High School, Hexham, Northumberland; Geoff Fox, who lectures in education at Exeter University and is a founding editor of *Children's Literature in Education*; David Self, writer and broadcaster, and the author of many educational books; together with the editor of *The Times Educational Supplement*.

Prizes will be awarded to the authors of the two selected books, and the judges reserve the right to make a further award to the illustrator in each case.

It is important that publishers should specify whether their books are submitted for the junior or senior category. There is no limit on the number of entries which publishers may submit. No proof copies can be considered.

Four copies of all entries together with a list of titles and details should be sent, marked "Awards Senior/Junior" (delete where appropriate) to:

Vanessa Young
The Times Educational Supplement
Priory House
St John's Lane
London EC1M 4BX

Review copies of titles entered for the awards should be sent in the usual way to *The TES* office. Further information from Michael Church, Literary Editor.

The TES Information Book Awards *1985*

Here's health

Health Education and Youth: A Review of Research and Developments. Edited by George Campbell
Falmer Press £12.95. 0 905273 54 0

The main part of this book consists of papers presented to a conference on health education and youth at the University of Southampton in September 1982. Recognizing the interdisciplinary nature of the subject, which embraces social and medical sciences, humanities and education, the conference sought to bring together representatives of a wide range of research activities associated with health education that have developed in recent years. As these are often small-scale and not always easy to identify or locate, this volume is especially welcome.

Over 30 papers are published, illustrating the wide range of issues and disciplinary approaches. One group of papers concerns research into health and the prevention of smoking; another looks at health education for children with special needs. A general practitioner describes his involvement in a district health education service and a lecturer in physical education looks at the changing relationships between physical education and health education. The place of health education in teacher education is also considered.

In spite of the unfortunate delay in its publication, the book is a valuable record of a conference that involved "developers", researchers and policy-makers in a rapidly expanding field.

Mary Cruickshank

CHILDREN'S LITERATURE

The Books for Keeps Guide to Children's Books for a Multicultural Society 5–12. Compiled by Judith Elkin.
Books for Keeps, 1 Effingham Road, Lee, London SE12 8NZ. £1.75.
Exploring cultural diversity: an annotated fiction list. By Anthea Raddan.
School Library Association. £2.00 or £1.50 to SLA members.

Judith Elkin produced her first list of *Books for the multi-racial classroom* in 1971; since then she has developed still further her discernment and her considerable skills in dispensing dense information in a readable way. And in the 14 years, the literature on which she chooses to focus has itself developed in both quantity and quality.

She divides her list into eight categories: myths, legends and folktales; picture books; stories for 8–10; stories for 10–12, poetry and song; information books on the world around us; the wider world; and books for assemblies. For each she gives us all the bibliographic details needed for ordering, though the original publication date would have been useful. There are lists of relevant organizations and journals, and the layout and production by Pat Triggs has done much to make the information attractive and accessible.

In her introduction on "Where we stand", Ms Elkin identifies the kind of books we should be looking for, giving due weight to empathy and understanding as well as accurate and balanced information. She also deals with the likelihood that not everyone will agree over every book, but she doesn't necessarily identify the controversial titles in the listings. It is in the information books section, particularly the "Widet World", where I find myself occasionally questioning her judgement. Though she acknowledges that, for instance, some of the Beans series (A & C Black) are better than others, she is uncritical of *Boy in Bangladesh* and other titles which portray societies as "primitive" to British children who, whatever their background, are not value-free. She also unreservedly recommends *Living in Calcutta* and *Living in Johannesburg*, both of which duck crucial issues.

However, I have never been able to put into the hands of a teacher or a librarian a list of books for children and say: "You can order from this". Here, at least, is a starting point – and I'm delighted that there are plans to keep it up to date.

The life of the busy librarian or teacher making an initial response to Swann will be considerably assisted by this guide. It is best used alongside, not instead of, the rather less attractively produced SLA list. Anthea Raddon is by no means new to the field of children's fiction in relation to our multicultural society, but this is the first time that she has gone into print.

She has compiled a booklet which combines excellent judgement with practical helpfulness. In tackling issues on selection and the pitfalls of "multicultural literature", she is never glib. She goes on to discuss a selection of titles under the headings: Everyday situations, Multicultural themes, Countries of the world, Catering for special needs, Examples of excellence (rather thin, this) and gives age suitability and full bibliographic details – except price – at the end of each category. That way, she works within a form which allows for exploration of the issues, including the negative.

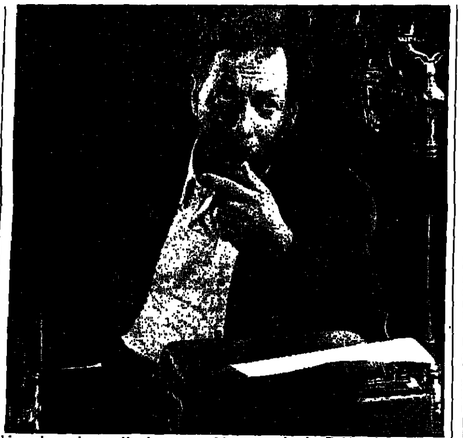
Three pounds will provide two bibliographies which will save staff endless time and provide a checklist for schools already tailoring their resources to provide "Education for all" and part of the answer to those who are asking "Where shall I start?"

Gillian Klein

Theatrical pyrotechnics

Shena Mackay on the life of Tennessee Williams

The Kindness of Strangers: The Life of Tennessee Williams. By Donald Spoto. The Bodley Head £12.95. 0 370 30847 6.



The pyrotechnical display, one of his own recurring images, might stand as a metaphor for Tennessee Williams's life: the slow-burning touchpaper, the enraptured cries of the spectators at the profusion of coloured stars, the fizzing and spluttering out into a blackness made more intense by the radiance that has gone. Donald Spoto's rich and compassionate *Life, The Kindness of Strangers*, will, to paraphrase Auden, give you all the facts – how Thomas Lanier Williams (he assumed the Tennessee later) was born in Mississippi in 1911, the second child of a misalliance between a travelling salesman and an aspiring Southern Belle; the struggles of his youth, and the acts which made him the greatest playwright of his day – and illuminate how he was to transmute a life as bizarre as that of any of his characters into the art that gave such eloquence to the fugitive, misfit and disappointed.

When the little unicorn, *pièce de résistance*, of her glass menagerie, is broken, the crippled heroine consoles her clumsy gentleman caller thus: "I'll just imagine he had an operation. He had his horn removed to make him feel less – freakish! Now he will feel more at home with the other horses, the ones who don't have horns . . ." Tennessee Williams's sister was both the girl and the glass unicorn; the Rose that was sick; the invisible worm that destroyed her was a psychosis that revealed itself in withdrawal and hysteria and sexual fantasies, and the operation designed to make her less freakish was a lobotomy which left her suspended in time, for ever a girlish and virginal 28. Tennessee Williams never forgave his mother for consenting to the operation, or himself for not being there to prevent it and thereafter his life, and his work, was haunted by the spectre of Rose.

As children they enjoyed a relationship so intense as to obviate other companions, and Tom was to maintain his devotion to his sister, who outlived him, and was endlessly tolerant of her whims and eccentricities. For Rose, Tom remained the struggling young writer that he had been when Time ceased for her; years later, he was to weep when, at the end of one of his visits to the sanatorium where she stayed, she pressed a 10 dollar bill into the hand of the richest and most famous playwright in the world.

Throughout their troubled childhood Tom and Rose, and later their younger brother Dakin (who somehow escaped the particular permutations of inherited genes that blighted Rose and made a genius of Tom) found a refuge, and the unquestioning love, which their parents, in all their vicissitudes could not or did not provide, with their maternal grandparents, the Reverend Walter Dakin and his wife, the original Rose. In years to come, this frail old Episcopalian clergyman would often stay with Tom and his long-time companion, Frank Merlo, having no difficulty in accepting their relationship, and is said to have revelled in the gay Bohemianism of Key West and New Orleans.

The last years of Tennessee Williams's life make for melancholy reading. As a lifelong sufferer from acute anxiety, with an established hypochondriacal personality, he fell an easy prey to the seduction of pills and alcohol. But they proved false friends, who led him, the more he depended on them, to professional disasters and public debacles, and estranged him from his true friends, most sadly from his brother Dakin, from the wise and kind Frank Merlo, and from Audrey Wood, who over the years had gone way beyond the call of duty as an agent. Wounds are no less sharp for being self-inflicted, and whatever epithets attach to Tennessee Williams – Dionysian, degenerate, dissolute – nobody could fail to be impressed by his professionalism in the theatre, however hungover, through whatever miasma of guilt and shame, or by his enormous capacity for, and application to work. Gallant was the word Elia Kazan used to describe him.

After Frank Merlo's death, Williams, always restless, became more and more the fugitive kind. As with Tom in *The Glass Menagerie*, the cities swept about him like dead leaves. During his last five years he always included in his public readings his poem "Old Men Go Mad At Night", about the fear of dying alone. Tennessee Williams did die alone, in a hotel room; the victim of a macabre accident from which perhaps he did not want to be saved.

If this book's chronological structure makes it inevitable that it should end on a dying fall, we can still be grateful to Donald Spoto for reminding us of the other Tennessee Williams; the champion of the beautiful and fragile and broken against the brutish and smug and cruel, the poet of irony and grace whose pyrotechnics still light the theatrical sky; not a burned out White Dwarf, as one savage and malicious critic put it, but when the good times rolled, a star among stars, laughing in a white suit.

PAPER BACKS

The private pain of a woman's infatuation for her stepson is the theme of Alice Thomas Ellis's sensitive novel, **The Other Side of the Fire** (Penguin £2.50). Running parallel to a fictional melodrama, however, reality takes on a new, often comic perspective.

The first signs of industrial India are splendidly evoked and painfully realized in Anita Desai's **The Village by the Sea** (Penguin £2.50), as the small fishing village of Thul adapts to change. For Hari, entering adulthood, it means employment and, for the first time, hope, in the possibility of a future.

Paul Theroux journeyed clockwise around the coastline of Great Britain and Northern Ireland to write **The Kingdom by the Sea** (Penguin £2.50). A candid and highly amusing travelogue, all the sights, sounds and smells of Britishness are here recorded by the satirical hand of the detached foreigner.

Closer to home, David Thomson's **In Camden Town** (Penguin £2.95) is more sympathetic to the natives. Written in diary form, Thomson's vivid style portrays the lives of both rich and poor alike, capturing the ironic contrast between squalor and wealth in this now trendy area of north London.

Ireland is the setting for Desmond Hogan's **A Curious Street** (Picador £2.50). Possessing the quality of an almost visionary lyricism, Hogan's extraordinary imagistic powers are here at their greatest. Interweaving past and present, tragedy and glory, the stories of individuals are bound together in the inevitability of history.

Jaci Stephen

The Roman Cookery of Apicius, translated and adapted for the modern kitchen by John Edwards (Hutchinson £6.95) is a brilliant idea carried out with style: first century recipes for meat, fish, vegetables and fruit dishes, with detailed cooking instructions and suggestions about herbs and spices.

Congestion of ideas

A Preface to Auden. By Allan Rodway. Longman £5.95. 0 582 35326 2. £8.95. 35325 4.

Maurice Hussey, general editor of the Preface Book series, writes in his Foreword that Auden, the first Preface poet to be born this century, stands possibly too close to us "for a consensus of critical opinion to have hardened over his work". The rigidity of this metaphor is an unconscious warning to those who will use this book. Many works of instant criticism often intrude themselves between the significant modern writer and his public, and most either complicate or simplify. Allan Rodway's *Preface to Auden* does both, and it must be judged finally by its success in encouraging readers to discover in Auden illuminating aspects of which they were unaware.

Its factual details are easy to assimilate. Two chronological tables outline Auden's life and writing in parallel to important historical and literary events, and the book ends with an admirable bibliography, some naive accounts of places significant in Auden's life, and more importantly, short biographies of those people whose relevance is made obvious in the text.

Part One consists of Auden's life, and four "contexts": political and historical, cultural and philosophical. Pages 13 to 59 cover these topics, and the dangers of the book become clear. Over-simplifications must abound, and the subdivisions of the final "context" into Freud, Marx, Myth and Kierkegaard leave the undiscriminating student with the deceptive impression that each holds the crucial clue to a poem's interpretation. In so few pages, omissions must be apparent. The lyric element in Auden is undervalued until late in the book, and the subtlety of change between the English prewar poems and the American postwar work is largely ignored, though there are frequent references to the marked dissimilarities of the two periods.

The excellent section is Part Two: the Critical Survey. An appreciation of 10 poems follows 40 pages of general analysis of Auden's themes, imagery and versification. "Lay your sleeping head" and "The Shield of Achilles" are especially felicitous models of criticism.

A book this short will deceive lazy students into seeing Auden simply: others will find complication in the congestion of ideas such a short book cannot avoid, when it discusses a poet so complex in his literary personality as Auden. Auden wrote: "At Twenty I tried to / vex my elders, past Sixty it's the young whom / I hope to bother." Provided Allan Rodway's students first read Auden, and then employ his book in a discerning and collaboratory way, Auden should cause the young certainly less bother than he intended.

Roger Freebairn

Best Books for Babies is the Book Marketing Council's summer promotion, to run from July 15 to 27. The campaign, organized in association with *Parents* magazine, aims to bring books for the under fours to the notice of parents. The Parents' Best Book for Babies Award, newly instituted by the magazine and worth £1,000, will be presented before July 15. Meanwhile, 15 titles have been chosen by a panel consisting of Floella Benjamin, Tony Bradman of *Parents* magazine, Nancy Rhodes (owner of Pied Piper bookshops) and Martyn Goff, director of the National Book League. The list includes books by well-known authors and illustrators such as Shirley Hughes, Helen Oxenbury, John Burningham, and Ahlbergs and Eric Hill.

Booksquad is a free comic for five to twleve-year-olds produced by the Blackwell Group, available from some bookshops or by mail from George's Booksellers, 89 Park Street, Bristol BS1 5PW. It has contributions from Roald Dahl, David Tant and John Christopher and numerous suggestions for reading, games and a crossword. *Booksquad* readers also get a card and surprise gift on their birthdays.

Putting on the hump

Year of the King. By Antony Sher. Chatto & Windus £10.95. 0 7011 2926 3.

One night in August 1983 the actor Antony Sher was eating late at Joe Allen's restaurant in London. Everyone eats late at Joe Allen's, everyone who is anyone in showbusiness anyway. So Sher wasn't all that surprised to see Trevor Nunn at another table. He was genuinely shocked, however, when the Joint Artistic Director of the RSC came over to suggest that he "really ought to play Richard III".

Friends warned Sher not to take the idea too seriously. It was just a chance remark, they said; it was Trev being Trev, a classic piece of "Joe Allen talk". Nevertheless, on June 19 last year the South African-born actor found himself opening in the role at the Round Shakespeare Theatre in Stratford-upon-Avon.

Year of the King is Antony Sher's diary of the months leading up to that night. Or rather it is, as the title proclaims, his diary and sketchbook since it is illustrated with his own very accomplished drawings and caricatures. Like *Peter Hall's Diaries*, it offers a fascinating backstage portrait of life in one of our major national theatre companies. (Leon Rubin provided a similar glimpse of the RSC that lies behind the greasepaint in *The Nicholas Nickleby Story*, Heinemann, 1981.)

The early pages are among the best, as Sher agonizes through a few weeks of uncertainty. Was Trev being serious? Would director Bill Alexander ring? Would the RSC really offer "Dick the Shit"? And if they did could they put together a supporting package good enough to occupy him for the rest of the long Stratford season?

They did, of course (well, sort of) and the second half of the book details the ups and downs of the rehearsal period. Trivial as it will seem to anyone who has ever known an actor, for Sher these largely revolve around the hump and the exact nature of Richard's physical disabilities. The climax comes with the first night; an "iffy" performance and a hug from the Trev who had started it all nine months before.

Ultimately, however, the hard nine-to-five routine which puts a show on stage becomes a minor strand in the book. For Antony Sher 1983–84 really was the year of the king, and like all good diaries his account of it reveals how public functions affect private appearances. We watch him becoming obsessed by the part. On a Christmas visit to his parents in South Africa he sees Richard in the outline of a mountain called Lion's Head. Back at Stratford he sucks out doctors, spends time at a couple of centres for the disabled and then immerses himself in the world of the psychopath. He devours newspaper reports of the then-current trial of Dennis Nilsen and reads books about Ronnie Kray and the Yorkshire Ripper. London, he says, "feels like another planet". Through it all he is an honest and self-revealing diarist. Often, and probably unintentionally, he is also very moving as a writer.

Hugh David

Richard III with Antony Sher in the title role is currently in repertoire at the Barbican Theatre, London. Antony Sher's drawings for *Year of the King* are currently on exhibition in the Barbican Art Gallery.

Television

Pet hates

The Mad Death (BBC1, June 28) ended with an animal-lover (Brenda Bruce) defending her menagerie of cats and dogs from the doctors who were trying to innoculate her against rabies. When this visibly crazed woman locked up attractive, intelligent young Dr Anne Maitland (Barbara Kellerman) and told her she was a naughty pussy because she wouldn't eat her Kite kat, most viewers had probably guessed that old Miss Stonecroft was due to be put to sleep before the serial ended. And so it was. The picture of a country over-run by rabid pets and dotty animal-lovers made me so nervous that for two or three days I shuddered every time I heard a dog bark. The alternative vision of rural England on BBC2 (**One Man and his Dog**, June 28) did little to redress the balance in favour of the Miss Stonecrofts: after all, sheepdogs are not pets and their handlers on that evening were all young men and obviously of sound mind.

Two days earlier both second channels had made their contribution to what was starting to look like a concerted campaign against the animal rights lobby. On June 26, **Open Space** (BBC2) and **Diverse Reports** (C4) carried a similar message, though with different estimates of the daily tonnage of dog's mess, dogshit, doggie-dos or whatever you like to call it that contaminates our parks and pavements (our reputation as a nation of pet-fanatics may be under review, but we still have a talent for coining euphemisms). On *Diverse Reports* a doctor held up two chop-sticks-full of soft noodles and announced that these were dog worms, incubated in the human gut and capable of burrowing their way to any part of the body, including the eyes where they cause blindness, and the brain where, presumably, they get you thinking that Barbara Kellerman is a pussy cat. Dogs foul footpaths, maul children, cost taxpayers' money and, unless properly trained, kill sheep. Again, in *Diverse Reports*, pet-lovers were represented by a woman of a certain age and dubious reasoning power who seemed liable to assault the cameraman because her dog was not allowed into the park.

"You see them everywhere: dear, sweet old ladies; harmless, eccentric – but not always quite what they seem," the *Radio Times* warned viewers of Ronald Frame's Paris (BBC2, June 25). I was beginning to believe it. Miss McLeod (Jean Anderson) and Miss Nesbit (Noel Dyson) were petless, however, and their fantasies relatively innocuous: two women from contrasting backgrounds drawn together by the accident of age. The play, as well as giving a tourist guide to the cultural amenities of Glasgow, gently questioned a case of social stereotyping in a week when women over 45 seemed otherwise fit only for the isolation ward or a padded cell.

Series come and series go, at this watershed between spring and summer seasons (the latter dated against the first wave of package tours, not the calendar). The last **Max Headroom Show** (June 22) paid its weekly tribute to "that little box, pumping it out at you like a severed artery" and announced a brand new game-show, "Get Excited". The first round of **Ultra Quiz '85** (June 29) looked like a parody of the suggestion, subjecting its viewers to some appalling one-liners ("the trouble with having grandchildren is you have to sleep with the grandmother" – it really was a bad week for older women) and humiliating the competitors with a pantomime adapted from the children's quiz *Runaround*. When this insulting nonsense is what passes for entertainment, it makes you doubly grateful for the sanity of Voices (Channel 4). On June 26, Salman Rushdie met Günter Grass and on July 3 the series is to end with Kurt Vonnegut and Heinrich Böll. The form of these dialogues has been exemplary, the participants tending to develop their own themes in parallel, in contrast to an assumption of most discussion programmes that "truth" emerges from argument and confrontation.

RB

Radio

Big-wig

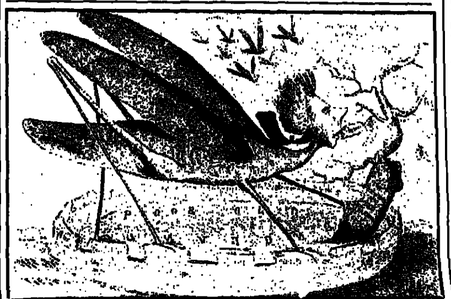
What happens to old HMIs? Take, for example, Bert Parnaby (until retirement HMI with national responsibility for drama). He is busy carving out another career for himself as a multi-media professional actor. Having carried a spear for the RSC and hammed it up as required in television's *By the Sword Divided*, he starred last week in Radio 4's "Monday Play".

Welcome to the Times was written by Dave Sheasby (BBC Radio Sheffield's education producer and a playwright with a marvellous ear for detail) and set in a northern steel town. Besides being both very funny and a political thriller, it chronicled "the slow death of the old North" and the rise of a new city scene with wine bars full of "solicitors' clerks ordering their quiches". With a voice full of millstone grit, Parnaby played Slatterthwaite, a local left-wing bigwig; and Malcolm Hebden was quietly right as a redundant steelworker tempted into the shady business world of a gecko-like wheeler-dealer (Nick Stringer). Producer Robert Cooper's creative use of BBC Manchester's new 24-track drama studio made it all too convincing.

Echoes of another age were revived in **Fred, K. C.** Fred Weatherly may not be a name on everyone's lips but this Oxford tutor and barrister also wrote the words of "Danny Boy", "The Green Hills of Somerset", "The Old Brigade", "Star of Bethlehem", "Roses of Picardy", and verses for Christmas cards "but not cracker mottoes – I draw the line at that". Colin Smith's unfussy production of the Radio 4 feature based on his self-satisfied autobiography showed how evocative and effective can be a pile of 78s and a simple script, especially if you let Douglas Blackwell revel in the role of the smug old lyricist who bemoaned in his later years, "Now the poor have become so haughty, they are no longer sympathetic subjects for songs".

Meanwhile the reality of the changing times is explored in **Young Lives** (Radio 4, 8.30pm) which this Sunday looks at how options facing school-leavers have altered over the past 25 years. If that is too depressing, try Radio 4 long wave at 3.0pm tomorrow. **Radio Active** visits Wimbledon and brings us comments from Gerald Brownnoser. Now of which unctuous tennis correspondent can they possibly be thinking?

David Self



"The Political Locust": Isaac Cruikshank (1762–1811)

Well-mannered

English Caricature: 1620 to the present Victoria & Albert Museum till September 1

The art of caricature embodies a curious contradiction: so much brilliant draughtsmanship wedded to such ephemeral subjects. Who now, under the age of 80, can appreciate the complex resonance of Tenniel's famous "Dropping the Pilot"? Who, of any age, can recognize the hero of John Cawse's "An Ever-Green"?

Perhaps because of its interesting, elongated shape, or its witty clarity, this last print is being used to advertise the exhibition that has just opened in the Henry Cole Wing of the V&A. The contents range, in elongated fashion, from some early 17th-century satires (which are more emblems than caricatures) to various well-known moderns: Scarfe quivering with rage, Marc classically sparse. As is only just, though, most of the space is given over to the great period – the hundred years after 1740 – when masters like Gillray and Rowlandson and the Cruikshanks poured out such a profusion of acerbic and comic commentaries on the manners of the age.

Fully to enjoy this, however, the visitor may have to bone up on what "the manners of the age" were all about. It is easy enough to appreciate the skill and energy of these great artists in handling the processes of their trade – etching, engraving, colouring – but to look at the surface of their plates without perceiving what lay behind the acid is to miss half the fun of the whole great event.

Go therefore expecting to spend some time (partly on hands and knees) grappling with captions and catalogue entries. Go also expecting some frustration at not finding things which apparently ought to be there. For because the exhibition originated in North America, and has already been to Yale, Washington and Ottawa, it has undergone changes which are not recorded in the catalogue. Bits are inexplicably missing – although it must be said that there is compensation in the extensive additions made from the V&A's own holdings. These may be uncatalogued and unexplained but they do reconfirm the wonderful and continuing vigour of English caricature.

Brian Alderson

English prize

A competition, open to every teacher in the country, and designed to stimulate new ideas as to how English might better be taught in secondary schools, is now being organized by the Centre for Policy Studies.

Competitors are invited to write an essay of not more than 1,400 words on the teaching of English – with special reference to the kindling of pupils' delight in, and understanding of, words – and to send this to the Competition Manager, Centre for Policy Studies, 8 Wilfred Street, London SW1E 6PL. The first prize will be £500 to the winner plus publication of the essay in the *Spectator* plus £100 to the school in which the competitor teaches, and there will be runner-up prizes of £50 each. The judges will be Michael Church, Literary Editor of *The TES*, Penelope Fitzgerald, the biographer and Booker Prize-winning novelist, and Ferdinand Mount of the *Spectator*. The closing date for receipt of entries will be September 20. Full details of the rules – which must be carefully followed – are obtainable from the Competition Manager at the CPS, who reports incidentally that the initial announcement has already drawn a substantial response.

"The Ancient Mariner and the Old Sailor: delights and uses of the English Language" is the title of a pamphlet on the topic by Peter Vansittart: this is available at £3.50 from the CPS and will be reviewed shortly in *The TES*. Next year the CPS intends to publish a full-length "policy study" pamphlet on English teaching which will take account of all the views submitted for the competition.

Where the world sings

Iola Smith previews the International Eisteddfod

From July 9–14 the 39th International Eisteddfod will take place at Llangollen, a small town in North Wales. The local population will swell tenfold when up to 15,000 overseas musicians and dancers from 34 countries as diverse as America, Czechoslovakia, Japan and Bangladesh attend the festival. Many of the participants will be children and young people, scheduled to compete in the youth choirs and dance competitions.

All the overseas visitors will be accommodated free of charge by local people, with 350 youngsters taking up residence in the local secondary school, Ysgol Dinas Bran. This school is active in maintaining the cultural links which have developed as a result of the annual festival and has close links with the German school Bergsdadt Gymnasium. German pupils regularly attend the festival, and the twinning scheme continues on their return as Dinas Bran pupils visit Germany.

The Llangollen school also helps organize the festival, as headteacher John Wilce explains. "As part of the work experience required by TVEI, a group of fourth formers will fit out the marquee and arrange the seating. The Eisteddfod magazine is written by pupils in the English and Business Studies departments, and staff prepare information sheets for overseas children about the history of the festival and the locality. And, as this is International Youth Year, one of our pupils will read a peace message from Wales to the youth of the world." Pupils also assume behind-the-scenes roles such as car park attendants and stewarding during the festival as lessons are waived for the week.

The school has an enthusiastic music department, with the choir active in competitions and concerts. After opening the festival, for example, the choir will subsequently participate in an open air international religious service, to be held among the ruins of the medieval Valle Crucis Abbey.

Music isn't contained within the marquee. Folk dance groups and singers perform on the streets, with the Dinas Bran school band having pride of place on the high street.

Many competitions are devised specifically for young people aged 16 to 25. Perhaps the most prestigious of these is the International Young Singer of the Year event. In addition to a cash prize, the winner is considered by the Welsh Arts Council for future concert engagements. A similar competition has recently been inaugurated for young instrumentalists and composers. Providing a showcase for such talented individuals isn't the objective, however. The Eisteddfod is anxious to welcome all young people interested in music and dance, so competitions are run for lower secondary school pupils up to age 15, together with youth events for those aged 15 plus. This year, 34 groups from 11 countries will participate, including Norway, Denmark, Finland, Canada, Yugoslavia and Rumania.

Fostering folk music world wide was the festival's original intention and, as a result, competitors perform in their native language. Over 30 languages will be heard this year. The folk-singing tradition is strong in Eastern Europe, a feature reflected at Llangollen which has developed a fruitful relationship with folk groups from Hungary and Rumania.

Children's folk choirs will take the stage on the Thursday evening during the youth concert. Participants are expected from Japan, America, Ghana, Ukraine, Switzerland and Turkey.

All this culture, however, doesn't come cheaply. It will cost £150,000 to hold this year's festival, raised mainly from local authority and Welsh Arts Council grants. Revenue will also be obtained via ticket sales and broadcast rights. A far cry from the first small £4,000 festival held immediately after the Second World War as an attempt to promote peace in Europe. Almost 40 years on it has succeeded, showing how political barriers can be surmounted through music. At Llangollen, Soviets, Americans and Chinese participate in harmony. As the Eisteddfod's motto puts it, "Blessed is a world that sings".

Support the cause

Which side are you on? An investigation into cinema and socialism. National Film Theatre, July 2–31.

Don't be put off by the challenging title of this NFT season or your inability to decide whether you are on Warren Beatty's side (*Reds*, July 4 and 9) or Eisenstein's (*October*, July 30). A glance at the small print in the programme booklet shows that the season is more eclectic than its title might suggest and that its compiler, Martin Hunt, has something rather broader in mind than just a series of Socialist films. "Politics and art, politics and pleasure . . . Is it possible to read these films against the grain?" And if these questions leave you confused, you can book up for Raymond Williams' Guardian Lecture on July 21.

Most NFT visitors will probably adopt what I suspect is their usual strategy, forgetting the pretext and picking and choosing between cinema classics (Dziga Vertov's extraordinary *Man with a Movie Camera*, on July 16, for example), rarities (the Chinese *Two Stage Sisters*, on July 25, if they missed it when it was shown on Channel 4 last year), or the films they were unable to see on first release (possibly *Silkwood* – July 11 – or *The King of Comedy* – July 12 and 15).

Still, the theme is there, and it does invite some questions and comparisons. It has been suggested that recent political documentary has tended to address itself to supporters, with the aim of sustaining their enthusiasm for the cause rather than attempting to win over the unconverted; so it may be instructive to compare the *South Bank Show* documentary from which the season takes its title (July 5) with Ivor Montagu's *Peace and Plenty* (July 21), made in 1939 at a particularly important moment for documentary film in this country.

The inclusion in the season of Maria Luisa Bemberg's *Nobody's Wife* (*La Señora de Nadie*, July 23) is also illuminating because it indicates a change in our idea of the political. This Argentinian film, made in 1982 after a four-year battle with the censor, is the story of a woman who leaves her husband because of his infidelity and eventually chooses to live in friendship with a young homosexual who offers her unselfish affection and companionship rather than sex. Censors have usually been able to detect a political message beneath the froth of the least substantial soap-opera, but it is only quite recently that this film would have been perceived as overtly political by a British audience. While implying that in a society where relations between men and women are distorted by machismo there can be no equality in a sexual relationship, it is a surprisingly optimistic film, mainly because of the sensitive performances of Luisina Brando as the wife and Julio Chavez as the young man.

The NFT is also continuing its survey of German cinema with a season of films made by German directors abroad; they include Lubitsch, Murnau, Lang, Wilder and Zinnemann, and the theme is further explored with more emigrés next month.

Robin Buss

Private sacrifice

Troilus and Cressida
Royal Shakespeare Theatre, Stratford-upon-Avon

A feminist *Troilus and Cressida*? It's an odd but, I suppose, inevitable conception at the present moment. Shakespeare's play is about warfare and the relationship between the sexes ("war and lechery" in Thersites' more pungent phrase). The most prominent branch of contemporary feminism directly associates these two topics. The demonstrators who chant "Take the toys from the boys" at Greenham Common see militarism and sexual oppression as the twin roots of patriarchy.

The oddity, of course, arises from the fact that Shakespeare's play has traditionally been assumed to give a singularly unflattering picture of women. The flighty Helen is the cause of the war. Cressida is the most notorious case of fickleness in the whole of English literature.

Howard Davies's production gets round these little difficulties in the only way possible – that is by sustained playing against the text. Juliet Stevenson's stern and strident Cressida almost manages to make the process convincing. Her reception in the Greek camp is turned from the (conventionnl) piece of coy flirtation into a sinister exercise of male sexual brutality – a terrified girl is thrown from one general to another and Ulysses's "Her wanton spirits look out / At every joint and motive of her body" becomes the slanderous misrepresentation of a frustrated man. But even she cannot thus transform her final scene with Diomedes, except by stooping to the desperate expedient of suggesting that terror has somehow driven Cressida mad.

Clive Merrison, as Pandarus, is put under equal strain. This is no salacious procurer but a sympathetic relative, more cousin than uncle, more sexual therapist than pimp. A slim, elegant and endearingly disillusioned figure, he is subjected to brutal bullying in his scene with Paris and Helen and dissociates himself from the fighting of the final act by playing a piano in a corner of the battlefield. When, in the final line of the epilogue, he bequeaths us his diseases it is, for once, hard to imagine what they might be.

Certain crucial joints of the play, in other words, creak a good deal under the strain of this high-minded reinterpretation. Worse than that, one whole area of its life is suppressed. In this production *Troilus and Cressida* is no longer a play about love, and its weakest moment is the normally intensely touching scene of the morning after the lovers' first night together. Anton Lesser's energetic and intelligent Troilus is, as a consequence, played in a void and lacks a real sense of purpose.

If Howard Davies's reading of the play has its disadvantages, however, it also has some very considerable virtues. The traditional uncertainty about the genre of this text – is it comedy, satire, burlesque, tragedy or history? – is here decisively resolved. Set in the Crimean War, with generals holding their debates around board-room tables, it becomes an energetic history play with strong political implications. The private life of the play is sacrificed to achieve this public effect and the scenic and atmospheric apparatus make it a very long evening (3½ hours without the interval). But, with distinguished help from Alun Armstrong's gloomy batman of a Thersites and Peter Jeffrey's Mr Gladstone-like Ulysses, the familiar story of the Trojan War is given an unfamiliar degree of narrative impetus and conviction.

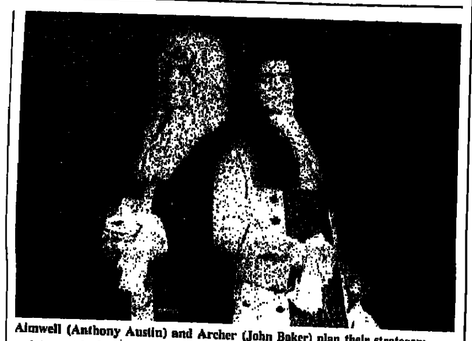
Nicholas Shrimpton

Cygnet Training Theatre

The Exeter-based Cygnet Training Theatre, which enjoys a close relationship to the Northcott, is just coming to the end of its second year. Already it is well established in its combination of drama school and touring company; the training takes place during the eight to ten week rehearsal schedule before each production goes out on tour. There are never more than 16 student/performers so that all Cygnet actors have the experience of a good range of parts, and their training is flexible, both in length and content. Some members of the company already hold Equity cards when they join Cygnet, but the majority have had no previous stage training and may even join straight from school.

George Farquhar's *The Beaux Stratagem*, with a cast of 10 (allowing for some doubling), is the current production. It has already enjoyed a successful West Country tour, and should attract a large audience when it plays at the Netherbrow Arts Centre during the Edinburgh Fringe from August 19 to 31.

Last year, when Cygnet took *As You Like It* to Edinburgh, Rosalind was played by Penelope McGhie, who now takes the part of Mrs Sullen, suitably fatigued by "country pleasures" and eager for more lively adventures. This 24-year-old actress, who has been training with Cygnet for the last two years, brings an elegant vivacity and wit to a most demanding role. Other performances to look out for are Anita Tarrant as Mrs Sullen's friend, Dorinda, and Anthony Austin as Thomas Aimwell. His confederate is played by John Baker, who has the advantage of a pleasing singing voice that fits in well with the taped harpsichord music that adorns this entertainment. This music has been devised and arranged by Monica Shallis, the company's artistic director, who also organizes individual and group tuitions in musicianship for Cygnet's students.



Aimwell (Anthony Austin) and Archer (John Baker) plan their strategem

Her fellow-director is Mary G Evans, whose professional theatrical career has been in stage management and administration. She worked as company manager in Paris for Peter Brook (now Cygnet's patron) for many years and believes that experience of group work is one of the greatest benefits that she and Monica Shallis can offer their students. For this reason a large part of the July auditions are based on workshop sessions, and candidates are selected as much for their flexibility and responsiveness to other actors as for their competence with their chosen set passages.

Enquiries about this year's auditions should be addressed to the Director, Cygnet, 23 New North Road, Exeter, EX4 4HF. Applications for Cygnet summer course, running from July 22 to August 3, for which anybody over the age of 16 is elegible, should be send to the same address. During those two weeks, students are given the opportunity to explore various theatrical skills including movement, mime, improvization and rehearsal techniques in order to enable them to assess their potential for further training.

Shirley Toulson

Literary competition

Competition No 64. Report by Charybdis

Asked to alter classic endings, competitors devised some sparkling variants, the most popular by far the appearance of Godot to the waiting Vladimir and Estragon: Gerard Benson, D A Prince and V Ernest Cox were among the great minds who thought alike on this. Another strong runner was *Great Expectations*, where Dickens himself had second thoughts.

£4 to J Dacy for sending Paul Pennyfeather down yet again from Scone, to be interviewed at a seedy Prep by "Dr Beer" (Captain Grimes – who else?); £4 to Christopher Halsall for bringing K at last to the Castle, where, like every other visitor, he pays his 50p for admission "and 25p for the guidebook"; £4 to Pauline Moore (please send your address) for ensuring that *All's Well That Ends Well* by snatching Helena away from that wimp Bertram and awarding her to the far more eligible King of France; and £4 to Joyce Sugg for this snatch from her rejigged *Tempest*.

Alonso: Didst not abjure thy magic, good my lord?
Prospero: I did dissemble. By enchantment's art / Eight chosen aires and ditties we may hear, / Three volumes read, have luxuries enow / In this fair spot now known as Plomley's Isle.

Many others did well, especially E J Elwin, Jock Whiteside, Paul Griffin, Bill Greenwell.

£10 to Neville Mellon for audaciously grafting *Maurice* on to *A Passage*; £10 to Peter Norman for his euphoric *Hamlet*, infinitely more uplifting than the hecatomb original; £10 (*in toto*) to the prolific George Moor for his *Sorrows of Young Werther* and *Villette*; £7 to Jeremy Neville for his *Great Expectations*; and a final £7 to Leigh Hughes for a deliciously sardonic ending to *A Farewell to Arms* that there is, alas, no space to print.

But Eros, who was reared in the Cradle of Western Civilization, dwells also in the jungles of mau and will reveal himself unsummoned.

"Why can't we be friends now?" said Fielding, holding him affectionately. "It's what I want. It's what you want. I knew that what they said – Miss Quested – could not be true."

Aziz giggled suddenly.

"And yet, you know, Fielding, in some ways she had the grace of a youth."

Fielding was instantly vexed. Thus does the Oriental mind yield to the superficial at moments of high seriousness. But he would not be denied.

"I've known about that side of your life, as Mrs Moore knew, and McBryde never did. She even knew about Ronnie. That's why she was so impatient. He wouldn't see for himself; but you understood."

His hold tightened, for Eros will not be deflected by the chatter of mere mortals, and Aziz was still.

"My dear fellow."

And the temples, the jail, the palace and the sky, all said, "Yes, yes, yes".

Neville Mellon

Fortinbras: Prince Hamlet – though 'twere meet to call you king – / 'Twould seem the rumours of your death were much Exaggerated.
Hamlet: Marry, Norway, chance / Dictated that, to spite my uncle's will, / Laertes did but feign to tip his sword / With venom. But the poison'd cup was real. / My mother's dead.
Gertrude: (rising) Not so, my noble son! / I think my stars I did but feign to drink / And thus shall live to see my Hamlet crown'd!
(enter Polonius)
Hamlet: Polonius! I left thee stone cold dead / As any farmyard rat that hath been shook / And worried by some sleek and sharp-clawed cat. / How comes it that thou walk'st?
Polonius: My lord, forgive / An Old man's feeble joke – I did but sham. / Your murd'rous thrust did miss me by a mile. / Yet these old bones' survival is as naught / Beside the tidings that I bring. My lord, / Your future queen doth live! Aye, sweet Laertes, / Thy sister is restor'd! Some wond'rous leech / Bestow'd on her the kiss of life.
(enter Ophelia)
Hamlet: Thank Jove! / Now is my cup of satisfaction brimm'd. / Ophelia, stanch those injur'd eyes, all rimm'd / With red. Away! Prepare the bridal carriage, / And let procrastination end in marriage!

Peter Norman

I have trod the stern glens where Fingal languished but it is not the pages of Ossian that have delighted me so much as the life-enhancing porridge, whisky and golf. The last takes all my energy and interest. I cannot wait to bring it back to you all in Germany. Had I only known of it I would never have wasted my time and heart on that ridiculous Charlotte. O the ineffable joy of a perfect shot! What divine transports are suggested by the very word 'golf'!

George Moor

But no! It is no ghost.

"*Tu trembles; tu es pale, cherie, ma colombe*". It is the loved voice.

"But you drowned!"

"I came by another boat. And I teach you now '*aimer*' – present indicative".

Here pause. Withdraw, reader. Lucy Snowe has opened the book of life.

George Moor

"Will you not journey back to town with me, Pip?" asked Estella.

Outside the wall of the old garden of the ruined house we had both known for so long a cab was waiting for her. I recognized the driver – it was Trabb's boy, who greeted me with a knowing wink.

"I am glad to see that you have risen in the world", I said earnestly. Climbing down from his seat he opened the door to the cab. I noticed for the first time that is was already occupied, by a man who sat slouched in the dark of the far corner. He slowly turned his head towards us.

"Orlick!" I exclaimed in amazement.

"My second husband," said Estella.

Jeremy Neville

Competition No 65. Set by Scylla
It seems to us surprising that the late 20th century has given rise to so few superstitions. We ask you therefore to invent some plausible ones, with brief reasons for their existence. Closing date July 17 (please note this means you have less time than usual!)

Three of the best

Rank Xerox Young Writers' Festival
Royal Court Theatre Upstairs.

Nothing stunning at this year's Young Writer's Festival – but evidence of three promising writing talents in three very different styles of play. In Brian Hilton's **Who Knew McKenzie**, young Marie decides, more or less on a whim, to go to the funeral of a neighbour she barely knew. Mysteriously, she finds that the old man has invited her to the funeral in instructions he left to his largely disinterested family. Spurred on by guilt about never having made contact with the old man, she tries, with the help of his grandson, to delve into his past. The presence of McKenzie, who turns out to be an ex-soldier numbed by army life and as uncertain of his future as Marie is, is strengthened by readings from his "letters to himself" – odd, faintly poetic bits of soul searching delivered almost deadpan by the male members of the cast. Genuinely original in its content, *Who Knew McKenzie* is low-key and oddly inconclusive, succeeding in scenes between Marie and her down-to-earth friend Angela, but at times trying rather too hard to be atmospheric.

By contrast, N F Simpson meets Keith Waterhouse in Emily Fuller's comedy, **Stalemate**, giving some insight into what *Billy Liar* would have been like if Billy's mum was the fantasist. While potty dad engages in a chess marathon against himself and horrid pre-pubescent son plays marbles, mum gradually begins to lose hers. The spotty son is by far the funniest creation in the play, a nasty, self-seeking, spiteful, irritating little pig. Note to new writers: The inclusion, in fantasy scenes, of an over-the-top quiz show host is *not* compulsory. Apart from that unwelcome intrusion, a funny little piece.

Elizabeth Krechowiecka's **Gone** confirms what everybody says about holiday romances. Patsy and Ange meet Arf and Ol at the seaside, and the familiar routine of sexual bribery (with beefburgers and fairground-won cuddly toys) and shall-we-shan't-we heartsearching begins. *Gone* is very frank about sex in an entirely moral way. Patsy (the daft one) fancies Ol (the nasty one) while Ange (the serious one) starts falling in love with Arf (the nice one) but both girls realize that an unwanted pregnancy is too great a price to pay in order to keep both romances going. The usual sexual compromises are substituted. The dialogue is wittily underscored by Frankie Goes to Hollywood's portentous "The Power of Love". In Patsy and Ange's case, the power of love is tarnished somewhat by the power of greed (all those beefburgers and fish suppers), in Arf and Ol's by the power of lust.

Of the three playwrights, Ms Krechowiecka is the greatest control over her material and the most accurate ear for dialogue. I know comparisons are odious, but *A Taste of Honey* kept coming back to me as I watched this part funny, part serious play, and Hetta Charnley and Lesley Sharp as the two girls are a real treat.

In the autumn, the Royal Court moves its Young People's Theatre into new premises in the Portobello Road. Meanwhile, the Young Writers' Festival continues with readings of plays by the under-14s and workshop productions without decor. In addition, the Royal Court is sending nine of its young writers to the International Festival of Young Playwrights to be held in Sydney this August.

Nick Baker

For details of all Royal Court Young Writers' events, telephone 01-730 5174.

Ibsen: The Open Vision by *John S Chamberlain* (Athlone £6.95. 0 485 12044 5). The dominant theme of this highly-concentrated monograph is, as its title suggests, Ibsen's open-mindedness, his resolute *unendorsement* of any particular one of the ideologies whose rub and jostle give his plays their unrelenting tension. All Ibsenites will benefit from gazing through the powerful microscope Professor Chamberlain brings to bear on this inexhaustibly arousive dramatist.

Next week

Jessica Saraga profiles Marjorie Reeves; Sarah Ray on the Cambridge Ballet Workshop; Hugh Stephenson on the Tory Party before and after Thatcher

MICRO MATHS

Mathematical activities for infant classes . . . but where does the micro fit in? Anita Straker reports

In a good infants' school a variety of mathematical activities will be going on at almost any moment of the day. Some children will be measuring each other, and making graphs to illustrate the outcomes of their measurements. Some will be weighing out flour and pouring out milk in order to bake some scones. Others will be counting and classifying the birds which are visiting a bird table laden with tit-bits.

Underlying all this apparently haphazard activity will be a well-structured mathematics scheme. The concepts and skills which the children need to develop as they move through the school will have been carefully considered. The practical activities which go on each day will have been planned to ensure that children meet a graded succession of new challenges, with plenty of opportunity to practise newly-acquired mathematical skills.

Why should an infants' school in which so much good mathematical work is already happening use a computer as one of their mathematical resources? Surely all is well, with plenty of first-hand experience to precede concept development and to support its consolidation?

Strangely enough, it is in those infants' schools which apparently have the least need for a micro, within their mathematical work, that the best uses of it are being made. A school which has worked hard to create for the children the kind of working environment which I have described will be all too aware of its small deficiencies. A micro, used occasionally and judiciously, may be able to help.

The other day I visited a first school where Philip and Emerson, both aged six, were playing the computer game *Toyshop*. The screen displays the price of a small toy which appears in a shop window. The children take turns to nominate a single coin which can be paid towards the cost of the toy, and the player who pays the last coin is the winner. Between them, by taking turns, they had reduced the outstanding price to pay on an 18p toy cat to 6p. It was Philip's turn to choose a coin, and Emerson was looking extremely smug. "Six is a loser," he said confidently.

I was taken aback. After all, it's not immediately obvious. "How's that?" I asked. "Well," he said, "if Philip pays 5p, then I can pay 1p and I will win. If Philip pays 1p then I will pay 5p and I'll win again."

"But Philip might pay 2p," I said, although I could see by Philip's face that he too realized the consequences of such an action. "Oh no," said Philip. "If I pay 2p then Emerson will be on 4p, and that's a winner.

"We know four's a winner," Emerson joined in. "If you're on four, then all you have to do is pay a one. That leaves only three to pay and three's a loser."

Philip finished off the explanation: "Pay one and you lose, because there's only two left to pay. Pay two and you lose because there's only one left to pay."

They left the computer to make way for another group, and went to make a note of their findings about six in their book of "Toyshop Discoveries". As they went, Emerson looked back over his shoulder with a big grin on his face. "If six is a loser, then seven's a winner," he said. "And eight," said Philip.

Further up the corridor, some top infants were involved with *The Lost Frog*, an adventure game in which a four-storey house must be explored in order to help a frog find its way back to the garden. Through a process of discovering the implications of certain actions, and finding an appropriate sequence of visits to the rooms in the house, the problem can be solved.

Catherine and Lianne showed me their plan of the house, which they had visualized and pieced together bit by bit after several sessions with the program. Matthew told me how he had developed a strategy for collecting, using and dropping objects in sensible places, since the program limits the number which can be carried at any one time to five. Martyn showed me the plans he had made for creating his own adventure game, including a detailed map and a tabulated list of objects which could be found, and where they should be used.

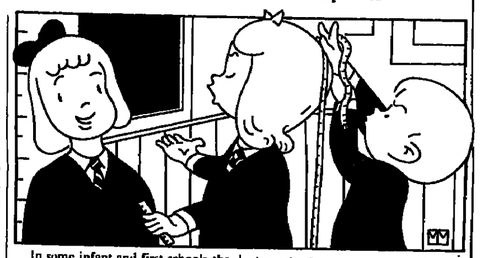
Before the advent of the micro, it was quite hard to find self-supporting material which stimulated "mental mathematics" and which provided, at the same time, an opportunity to develop some logical strategies. In *Toyshop* the computer acts as a neutral referee, making possible an activity which otherwise would have required the presence of an adult or an older child. In *The Lost Frog*, the exploration of the rooms described in simple words leads to the visualization and creation of a two-dimensional plan.

There is a slowly-growing quantity of programs for the first school age range, which consist of strategic number games like *Toyshop*, or simple, sometimes illustrated, adventure games like *The Lost Frog*. If these can help to stimulate the kind of conversation which Philip and Emerson were having, then their use is more than justified. However, there is an even faster-growing number of programs in which repetitive "sums" are presented to children, with amazing animated and often tuneful rewards for correct responses. Is the use of this practice material equally justified?

Certainly, teachers who have used such programs claim improved motivation and increased concentration on the part of children using them. The immediate feedback, rather than waiting for a teacher to check the work done, must also be of benefit to many children. Some infant teachers argue, too, that practice programs in which children count or sequence objects, or match shapes, have a place. A reception class teacher can only work with one group of children at a time.

For example, children who have been learning to count by handling and arranging real objects often follow this by colouring in and numbering some stamped outlines of animals or vehicles, so that the teacher can work with the next group. But the use of a program which presents pictures of objects to be counted might be a more meaningful follow-up activity.

Ideas for cheap and simple board games of the snakes-and-ladders type can be found in plenty of books or magazines and are easily reproduced. Gadgets like the Little Professor can provide randomly-generated sums to do at various levels of difficulty. It is so much more difficult for teachers to create classroom situations which involve genuine problem-solving, yet software exists which provides just the right kind of environment for logical thinking and the development of strategies. Surely a scarce resource should be used for things which are otherwise difficult to do, not for activities which can easily be provided in other ways?



In some infant and first schools the staff have considered these priorities carefully. They opt to make the most substantial use of their computer with the oldest children. The experience of sorting and classifying, which children have had in their first two years, can be extended by making use of a simple database program like *Ourselves*. This is a simplified version of *Facifile*, which was given to all primary schools as part of the Department of Trade and Industry scheme. *Ourselves* allows children to create "pages" of information about themselves following the kind of surveys which might take place within the class. It encourages them to suggest and find answers to questions like: Who is the tallest/shortest? What is the most usual way of travelling to school? Is there a connexion between eye colour and hair colour? Do the children with the longest legs run the fastest? Do older children go to bed later?

Once the necessary information has been collected and entered into the program, it can be stored on disk or tape and interrogated in many different ways. A complementary program called *Our Graphs* will display the data on a pictogram, which at the touch of a button can be turned into a bar chart. The children can, therefore, concentrate on the interpretation of different graphs, rather than putting all their effort into making them.

Other infant schools have decided to concentrate first on activities with Bigtrak, a tank-like toy which can be programmed to move forwards or backwards, or to turn left or right. Activities with Bigtrak can, of course, be suggested by the teacher, but the best suggestions come from the children themselves. "Let's try getting Bigtrak to go to the top of the slope and stop; move in a circle; go all round the table and back to us again; zig-zag through the bean bags; make the waves on the sea."

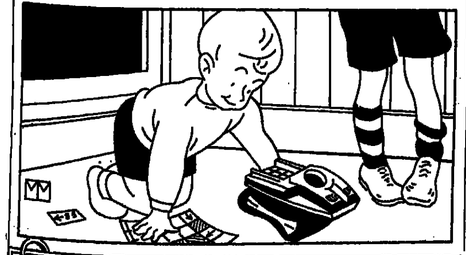
Linda Spear, of the Walsall LOGO project, has listed the snippets of vocabulary which are typical of those used spontaneously by a group of six-year-olds working unsupervised during a 15-minute session with Bigtrak, such as:

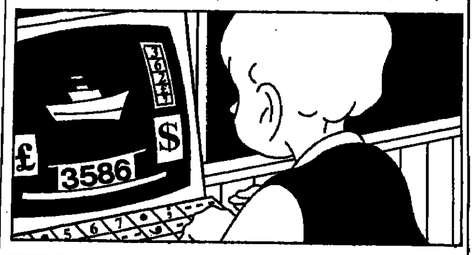
Nearer/further
A little bit more/less
Too much/not quite enough
In front of/behind
On top of
Go right/left a bit more
Close/not close enough
Try again
You're next/my turn
Let's see what happens if . . .
Do you think . . ?
What about (a number)?
Try (a number) and see
How did you do that?
Can I try that?
Will you show me?

When the children progress from Bigtrak to the use of a floor turtle connected to a computer and a turtle graphics program like *Arrow* or *Dart* a natural progression takes place. The question now is "Can we get the turtle to . . .?" But this time the challenges are greater since the programming possibilities have been considerably extended.

Perhaps above all else the existence of a micro in the infant or first school will encourage us to think again about the way we teach mathematics to young children.

Ourselves, Our Graphs, Toyshop, and The Lost Frog are contained in the Infant and First School Training Pack due to be published by the Microelectronics in Education Programme Primary Project next term. It will be available free through L.e.a. advisers. Anita Straker is director of the Project.





notes

CHASING THE BANDWAGON
A new film to help secondary schools deal with drug misuse has been launched by the National Council of the YMCA.

Aimed at schools, YTS, voluntary organizations and community groups, "Chasing the Bandwagon" stars comedian Lenny Henry in a spoof, documentary investigating the effects on young people of getting into "The Snack Habit". Mustard is used as a metaphor for heroin. The second part is a discussion with a group of 15-year-olds, chaired by Lenny Henry.

The programme is accompanied by an education pack for teachers and is available on 16mm film or video, for hire or purchase, from CFL Vision, Chalfont Grove, Gerrards Cross, Bucks SL9 8TN.

PHOTOGRAPHY FOR EVERYONE
A photography booklet aimed at beginners, in particular children, will be available this week, and a free copy will be sent to any school librarian/head of photography/head of school in exchange for an sae.

The launch of "Photography for Everyone" is timed to coincide with school holidays, in the hope of encouraging children to dig out their cameras and test their photographic skills. The booklet explains how to choose a camera, how it works, how to select the right film and how to take pictures.

To obtain a free copy, send an sae (at least 9×12 inches and second class stamp, value 22p) to Victoria Henley at Chambers Cox & Co Ltd, 7 Rathbone Place, London W1P 1DE.

DEUTSCH HEUTE
The second part of Nelson's three-stage German course "Deutsch Heute" is now available. It takes pupils up to CSE examination levels.

The pupils' book 2 (£3.95) and the teachers' resource book 2 (£9.95) can be obtained from Thomas Nelson and Sons Ltd, Nelson House, Mayfield Road, Walton-on-Thames, Surrey KT12 5PL.

DO *YOUR* CHILDREN KNOW THEIR TABLES?

AS FEATURED ON BBC RADIO & TELEVISION

Research shows* that, even in this computer age, children are disadvantaged without this basic knowledge. Whatever their age, your children will love these tables because each one is set to a different catchy DISCO BEAT. With our *new* approach to maths, learning tables has never been so easy or so much fun. Children just play this music cassette and sing or dance along. All tables from 2 to 12 are included—and thoroughly tested.

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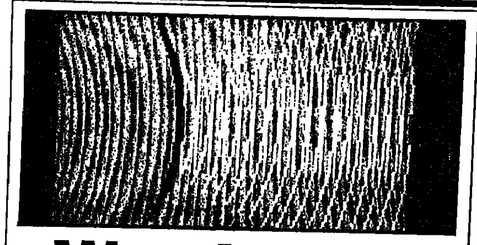
enclosing your own address. Expect delivery in 14 days.

* research commissioned by Webucational, October '84



Wavelengths

Jackie Hardie on two science programs

Waves (1 disk)
Relationships (2 disks)
Disk based software for the model B microcomputer produced for the BBC by Computers in the Curriculum Project
£14.95 each including VAT.

It is easy to learn by rote the factors that regulate the spread of the disease malaria and its vector the mosquito, but it is hard to appreciate the complexities of their interaction. In this the *Relationships* program should help. This role playing simulation complements a television programme in the BBC *Science Topics* series, which covers relationships such as symbiosis saprophytism and parasitism.

The user adopts the role of a medical officer in an African village where malaria is endemic and the task is to reduce the level of infection over a six year period of tenure. A database, derived from the Garki Project (a study of the epidemiology and the control of malaria in the African savanna between 1969 and 76) contains information about the levels of infection and use of control measures.

The background booklet gives additional information about neighbouring villages, outlines the task, gives details of the nature of malaria and the control measures. All of this is straightforward and easy to read. As the medical officer you are permitted only three control measures in any one year and you must keep the overall costs below 1200 dollars for the whole tenure period. You also have to cope with any one of six unexpected events – such as the illness of the instructors in the public awareness programme – that can occur at any time during the six years.

User instructions, menu and graphics are all clear. Using the program is enjoyable and by following the "topics for investigation" a user should achieve a greater understanding of the life cycle of the malaria parasite and awareness of the problems associated with the eradiction of the disease.

Waves, is a suite of computer programs written to accompany the *Science Topics* TV programme of the same name. Like *Relationships* it can be used independently of the program. *Waves* could also be used in conjuction with ripple tank work to emphasize the essentials of wave phenomena. "Propagation", "Reflection", "Refraction", "Interference" and "Defraction" are members of the suite and a determined effort has gone into keeping each one simple. Certain keys are used to set values and produce animation and scripts at the bottom of pages in the instruction booklet will help to identify these.

On selecting and running a program, the menu appeared and for each of the five it was clear. "Propagation" demonstrates movement of plain and circular waves and it is possible to alter the wavelength and specify the media through which the waves are travelling. There is a "freeze" function which enables the separation of the wave front to be measured.

This is a valuable feature and if used with a large screen VDU could rival the ripple tank. This could also be said of "Refraction" where the effect of crossing a straight or a curved boundary between two media of different refractive indices on a plain wave front is shown. This is very difficult to demonstrate on a ripple tank. Other programs are good, apart from minor irritations: for instance in "Reflections" the straight and curved surfaces can be moved across the screen but only the straight reflector can be rotated. It might have been better if different colours had been used for the reflecting surface and to have a standard parabola to show how headlamp reflectors and the like work. In "Interference" you can be overwhelmed by the flashing dots on the screen although the recommended "single stepping" will help.

Both programs are useful for other school work in the secondary school and are especially good for revision purposes.

Against the clock

Peter Moody on maths programs

Maths for Micros: Number 1
by Ruth Walker and Arnold Howell
Addison Wesley Publishers Ltd, Finchampstead Road, Wokingham, Berkshire RG11 2NZ
Eight programs on 2 disks for either BBC or RML 480Z (cassette versions also available).
Supplied with Teachers' Guide and Pupil's Book £29.95

Maths has always been the obvious target for CAL, but the irony is that, while exciting developments have taken place in other subject areas, maths software rarely shows us the computer as the contributor of something unique, something that can't be done just as well in other ways.

This is the first of a series of five packs of programs and Pupil Books from the Addison Wesley "Fletcher" stable. One Teachers' Guide covers all five, though rather misleadingly it has the title "Number 1" on the cover. The "aim to supplement whatever primary mathematics scheme is in use". This pack, Number 1, covers a range of topics in number work mostly at the top infant/lower junior stage: place value, counting and operations in tens and units, multiplication, tables and division as well as money and simple tallying and bar charts.

The Teachers' Guide has an impressive list of aims, including encouragement of mathematical thinking, promoting problem solving, stimulating creativity, creating opportunity for discussions, as well as providing more practice in skills and consolidating knowledge. The reality is somewhat less impressive: there is very little here beyond drill and practice – an awful lot of sums to be done against the clock.

The Teachers' Guide gives a useful overview of the material, including hints on classroom organization, a chart of topics covered and a set of black-line masters as well as program descriptions. The Pupils' Book has four pages for each program – one of preparation, two on running the program, one for follow up. This format was basically a good idea, but it is not properly worked through. So many of the drills are against the clock that little real group work is possible on the computer, and the follow-up is so brief in the book that it is barely more than hints for the teacher.

Indeed, as with so much primary software, insufficient help is given about what sort of pupil grouping is appropriate: an honest answer would be that most of this is only suited for individual use. And at that level, there are some very good examples of careful remedial help when a pupil makes persistent mistakes, though some pupils will find the persistent pressure of time irksome.

There are a few good opportunities for discussion – patterns in a hundred square in the *Stocktaking* program, looking for sequence patterns in *Countdown*; but those contexts that are used are highly artificial and make poor use of the graphics – "real-life addition stories" involving eggs, marbles and stamps; pictures of rabbits and tricycles which confuse rather than help consolidate 2× and 3× tables. And the contexts very soon give way to the bald sums!

One cannot help feeling that it would have been better to set out to marry the programs much more closely to existing published pupil material. Teachers need *much* more help in sorting out what to use, when and with whom. Micros will only be used effectively when they are *fully* integrated to the teaching scheme in use: these programs fail to provide much more than practice (enjoyable and motivational as that may be) and place too great a burden on the teacher to effect that integration.

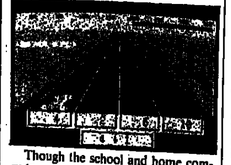
Sweetening the pill

by Bob Doe

Number Painter
Estimator Racer
For Sinclair and BBC
Psion with ASK
£4.95
The Sunflower Number Show
Macmillan Software
£5.95 Sinclair 48K
£6.95 for BBC.

Play is a certain blend of effort and fun. When the fun starts to wear thin it becomes work. Few attempts to sweeten the pill of arithmetic quite manage to avoid the distinctive after taste of sums-by-another-name. But the excellent *Number Painter* comes very close.

This program approaches arcade standard gaming and graphics. The arithmetical element is at times almost incidental; more so than in darts, for instance, which would not last five minutes as a game for adults were it not for its convivial public house associations.



Though the school and home computer cannot provide the arcade atmosphere, it can mimic the standard, as Psion with ASK have, with this decimal dauber. The animated painter in question scales a scaffolding under the learner's control to collect pots of positive or negative numbers. The aim is to collect a score to match the given target figure, the time limit being enforced by a large pot of paint being winched up the side of the picture to topple over and colour the whole screen when time is up.

The instant appeal of this game is the chirpy little decorator himself and enthusiasm is maintained by the careful graduation of difficulty levels. Both the size of the numbers and complexity of arithmetic increase at the higher levels, with multiplication and division making an appearance. The scaffolding too develops pitfalls – holes through which the painter can fall, causing comic-book stun stars to orbit his head and a numerical set back in the score.

This game depends as much on manual dexterity as numeracy, particularly at the lower levels where it is possible to play with very little resort to the arithmetic involved. Provided the numbers being collected have the right sign, the score only has to be marginally adjusted to the target figure in the final stages.

Once hooked on the game, the player progresses inexorably towards the more demanding arithmetic and is required to use more sophisticated number skills to meet the deadline.

One irritating feature mars an otherwise excellent program. That is the use of apparently arbitrary keys to control the painter's movements rather than the cursor keys. No doubt there is a technical reason for this, though it is hard to see an educational one.

The same strictures apply to the otherwise quite good *Estimator Racer*. Aimed at developing "a feel for numbers", this consists of a straight race track divided into four lanes. Below each lane a number is displayed and beneath that an answerless sum. The object is to steer a racing car into the lane which has a number closest to the answer to the sum. This avoids a rock in the road which stalls the car and causes a mechanic to walk on to the track and hop up and down in the correct lane. Players rapidly take a dislike to this ambling knowall.

The estimation skills this aims to develop are, of course, important. It seems rather pointless, however, to provide wrong-but-near numbers at the lowest level for children still struggling with basic number patterns. They may simply be confused to find the "right" answer to four plus four is seven or resort to working out the right answer and then finding which number is nearest to it – which isn't estimation.

The arcade "feel" of this game makes it popular, none the less, and deservedly so. The speed of the car (and therefore of the estimation) is under the control of the player who is therefore able to build confidence and skills gradually in this sometimes neglected area of maths.

Choice of car, clear roads or oil slicks which cause the car to veer off, a practice session and automatic demonstration add to *Estimator Racer's* variation and versatility.

Macmillan Software's *Sunflower Number Show* is a more mundane attempt to cultivate interest in number. This approach is not so much animated as vegetated, implanting once again the idea that maths is about doing things to two numbers to create a third for no apparent reason.

"There are more than 2,000 ways of playing the game" we are told – a reference to the comprehensive variety of options which do make it a particularly flexible program of its kind. The type of sum (add, subtract, multiply, divide, random mix or tables) can be selected along with the number of right answers needed to "win" or the number of wrong ones to count against you. Thinking time and size of numbers can also be set.

The sunflower patch is the first game. The requisite number of right answers causes a sunflower to *grow* to maturity whereupon a bird flies off and the gardener is rewarded with a "well done" and an entry in the top scorers list. Wrong answers move an evil weevil towards the rootstock.

Variants of the game are the rose bed brought to bloom when right answers shift a shower cloud across to water it and a window box seeded by sums.

With its relentless a plus b format, however, the *Sunflower Number Show* never becomes anything but electronic sums and the learner is never in any doubt about whether he or she is a player or worker.

For details of the following BBC Educational Software ring 01-927 4875: Advanced Studies: Geography, Introducing Geography, Maths-with a Story!, Using Your Computer, The Mole Concept, Uniformly Accelerated Motion and Astronomy.

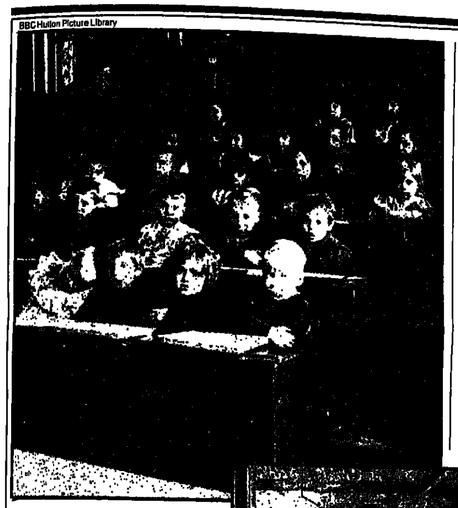
bits

SPRITES
Logotron, the company which recently published a full version of LOGO for the BBC micro has brought out a Sprite Board which could open up a whole new microworld for Logo users. Sprites are turtles (objects) which when controlled under Logo can be programmed to rapidly change shape and speed as well as interact together on the screen, creating the illusion of animated motion.

Chris Roper, Technical Director of Logotron, said that sprites would add some extra excitement to LOGO. Turtle graphics, he added, lagged behind what children were accustomed to in the way of computer graphics.

Collaborating with Systems d'Ordinateur Logo International (SOLI) in Paris, Logotron is working to produce a range of Logo related products for schools and colleges. Next in line is "Advanced LOGO", more sophisticated procedures to add on to basic LOGO and the eagerly awaited Control LOGO, which allows Logotron Logo to drive a whole series of kit-built vehicles.

MEDIA



'Programmes four and five are devoted to issues which are of considerable current interest, namely equality of opportunity and vocational education... It is interesting to hear again some of the same arguments which were rehearsed in the earlier parts of the present century, though at its best TVEI... need not be a repeat of the dreary horrors of yesteryear.'

Class history

Ted Wragg on the BBC's television history of popular education

CONTINUING EDUCATION
The People's Schools
BBC2, Thursdays from July 11, 7.15pm.

If you enjoy the nostalgia of the evocative Hovis adverts then this series of five television programmes on the history of popular education will bring tears to your eyes. Indeed programme one was located firmly in Hovis advert territory, the banked terraces of Northern cities like Bradford, and features the Armly Mills Industrial Museum in Leeds, where children can dress up in 19th-century clothes and relive the authoritarian teaching of post Forster Act mass education in a specially recreated Victorian classroom.

The series concentrates on the education of future proles rather than patricians, and the programme's slightly sepulchral voice-over constantly stresses the repetitive drills, drab uniformity and programmed obedience which were thought to be essential ingredients in the preparation of future factory fodder. There is imaginative use of sepia still photographs, some clever juxtapositions of factory and school shots, and interviews with retired teachers and others whose memories stretch back to these times.

Though the first programme emphasizes the more mechanical aspects of education in post-Industrial Revolution Britain, subsequent ones take up different themes. In the second programme the focus is on teaching, showing how pupil teachers were given crash courses in the Lancastrian schools so that they would instruct their younger fellows.

I would have appreciated here a broader view than that of the narrowly conceived Bell and Lancaster model which produced zombies rather than imaginative teachers. For example in David Stow's Glasgow Normal Seminary in the 19th century, trained teachers enjoyed a much more sophisticated and enlightened preparation which included classes in the psychology of learning, "gallery lessons" when student teaching was analysed by tutors and fellow students, and the use of adventure playgrounds.

The third programme takes as its topic "barriers", the Victorian notion that schools were like railway carriages, to be divided into first, second and third class according to pupils' social origins. Examples are shown of these barriers existing quite literally in the form of iron gates across school corridors.

Programmes four and five are devoted to issues which are of considerable current interest, namely equality of opportunity and vocational education. The development of the MSC funded Technical and Vocational Education Initiative has resurrected the debate about selection and the curriculum. It is interesting to hear again some of the same arguments which were rehearsed in the earlier parts of the present century, though at its best TVEI, where it incorporates the notion of experience-led learning and the negotiated curriculum, need not be a repeat of the dreary horrors of yesteryear.

These interesting programmes, though critical of repression, bigotry and mass production education where they occur, are not ranting Marxist indictments of popular education under capitalism. The imaginativeness of people like Margaret Macmillan, the positive contribution of pioneering institutions like the Birmingham Municipal School of Jewellery and the Holyhead County Secondary School in Anglesey, are well recognized. The programmes certainly depict all too clearly, however, the historical origins of some of the criticism still found in HMI reports, such as the occurrence of too much whole-class teaching and mechanical copying into books.

Wood work

SCHOOL RADIO
Class studies: Using Wood
To be repeated next year.

The title is probably as uninspiring to many contemporary practitioners of CDT as Rentokil is to woodworm. However, once beyond the title a pleasant surprise greets the listener. What is presented is particularly relevant for the teacher. It is an interactive resource package, which creates a purposeful dialogue through a series of questions that pupils can research and analyse, and to which they can produce "practical answers."

What is presented is a resource package, good in parts, which could prove a useful addition to the repertoire of reference material for the new 16-plus design realization courses. These courses expect pupils to have a broad knowledge and understanding of a number of materials and more detailed understanding of a selected few, which could include wood.

Six programmes attempt fairly successfully to provide some updated information about wood and its many facets, by approaching the subject matter from a technological slant rather than "chiselling away at the old craft technique methodology".

Pupils are encouraged to learn through a self-directed approach, questions being posed throughout the six programmes, with back-up provided by a corresponding pupil's work booklet. Lindsey King, the programme's presenter, injects enthusiasm into the subject matter and one feels that she has taken the listener on an exploratory journey within the context of history, applied science, biotechnology, art, music, design and technology.

At certain stations along the route Miss King stops, questions and listens to specialists who guide us through by describing the application of wood within their own experience. Some of these specialist guides do not engender much interest in the subject and one wonders whether the journey is worth pursuing. Others, for example the wood technologists, explain clearly and concisely the qualities of the material and would certainly inspire in pupils the desire to find out more.

At times I feel the programme is reminiscing at too great a length about bygone days, for example the application of wood in windmills or the mosquito aircraft. Today's youngster would probably prefer more reference to contemporary development and use of wood in such applications as gliders, micro-lites, timber frame constructions, power boats and so on. Pupils need concrete examples which have some relation to their everyday life. Liverpool or Birmingham have new windmills and it is difficult to envisage their structure on radio.

In contrast, the example and use and application of wood in electric and acoustic guitars does provide a tangible situation and pupils will no doubt look at *Top of the Pops* in a different light. I have certain reservations about the level of language used in the programmes, particularly the technical terminology which may be difficult for pupils to understand without more visual reference than is at present provided by the booklets. Certain techniques which are described by the specialists, such as complexities of inlay work or chipboard production, require more detailed, annotated diagrams to facilitate comprehension. In conclusion, one must state that while the journey into technology of wood is worth undertaking, it is a journey which teachers should supplement by demonstrations, discussions, follow-up projects and assignments.

Paul Burton

briefings

radio & tv

Open University

WATER FOR JORDAN
(Saturday, 11.25 BBC2)
A film of the Jordanians' struggle to bring adequate supplies of water to the whole population and to resume the agricultural industry of the Jordan Valley.

Continuing education and general interest

NEW FOR OLD
(Saturday, 16.00 VHF4)
A six-part series about business in Britain begins with a visit to "Instant Muscle". This organization advises young people on starting up a business and keeps in close contact with groups it sponsors.

SPORTS COACHING
(Saturday, 17.00 VHF4)
David Icke studies the nationwide campaign to improve the standard of basic coaching in a variety of sports. He also considers sport and health and the mental approach to training.

EUROMAGAZINE
(Sunday, 17.30 VHF4)
The last in a group of programmes for advanced learners of Italian. Features a topical interview with Julio Andreotti, five times prime minister and now foreign minister in Italy's 46th government since the war. Andreotti gives his personal view of Italian politics as a new president is chosen.

BECKET
(Sunday, 19.00 R3)
Ian Holm is Becket and David Buck Henry II in an adaptation of Jean Anouilh's play by Roger Pine to mark the author's 75th birthday.

YOUNG LIVES
(Sunday, 20.30 R4)
How have options on leaving school changed over the last 25 years? Young people, their parents and teachers discuss changes in attitude and prospects for the school leavers of the eighties.

GETTING OFF HEROIN
(Tuesday, 16.02 R4)
Frances Donelly talks to former addicts and people working in treatment centres in an attempt to find out what is involved in breaking free from heroin addiction.

FROM THE FACE OF THE EARTH
(Thursday, 20.00 C4)
"The Kuru Mystery" is the first of a new documentary series in which Dr June Goodfield explores the way doctors and scientists approach the long-term goal of eradicating illnesses.

WORKING PAPERS FOR
MEDIA STUDIES 16+

Working papers for 16+ Media Studies is a joint venture between the Clwyd Media Studies Unit and the Centre for Contemporary Cultural Studies, Birmingham University.

The book's aim is to provide an introduction to secondary school Media Studies and includes:–

Suggested teaching sequences (and an introduction to the references which inform them), case studies and illustrations for classroom materials.

The Welsh Joint Education Committee's 16+ Combined Syllabus in Media Studies.

Articles
1. Routes into Media Studies
Christopher Points

2. Media Production and Consumption: A Possible Teaching Sequence
Richard Johnson

3. "You need Grace, Guts and Incredible Beauty (or failing that you can cheat)" – Teen-Love Magazines
Kate Bruder

4. Ways of Reading Representations: The Visual Text – Looking at Advertisements
Ann Cullis

5. The Audience as Issue and as Problem
Michael Green

Case Studies
1. The National Press and Greenham
Daniel Charlton & Celia McDonagh

2. Reading Rocky Films – Versions of Masculinity
Alan Brookfield

3. "The Sun" and the Falklands/Malvinas War
Kate Bruder

4. Looking at Dance Craze Films
Anne Pawling

5. "It's Your Life!" – Male Working Class Youth and Educational Comics
Robert G. Hollands

6. Kung Fu Films and Black British Culture
Bob Willis

Price £8.00 (+£1 p.&p.). Please make cheques payable to Clwyd County Council. Available from Clwyd Media Studies Unit, Centre for Educational Technology, County Civic Centre, Mold, Clwyd.
Accompanying slide set, 31 slides, mounted £6 including p.&p.
Also available The Media Studies Learning Materials Pack 14 slides – £6 + £1.65 p.&p. from the same address.

Published by Clwyd L.E.A. Director of Education Clwyd, Keith Evans, MA

4

Titles Available For Recording from Sunday 7th July 1985
Approximate Transmission Times

Sunday 7th July
5.00pm Back To The Roots: Old Plants – New Uses – Repeat *Fee Code B*

Monday 8th July
4.00pm Whose Town Is It Anyway?: Sheffield: What Future for Local Government? – Repeat *Fee Code B*

Tuesday 9th July
5.30pm Anything We Can Do: Series I: Hell Of a Noise There – Repeat *Fee Code B*

Wednesday 10th July
6.00pm Water – Landscapes & Legends: Treatment of Trees Part 2 *Fee Code B*

8.00pm Losing Track: Capital City *Fee Code F*
8.30pm Diverse Reports *Fee Code B*

Friday 12th July
8.15pm A Week in Politics *Fee Code B*

Saturday 13th July
9.15pm 20/20 Vision: Euthanasia – The Debate *Fee Code D*

For more information contact:
GUILD LICENSING
6 Royce Road, Peterborough PE1 5YB
(0733) 315315
Late Changes (0733) 312152

(0526)

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Headships 30
Other Appointments 30

Primary Education
Headships 30
Deputy Headships Senior Masters/Mistresses 31
Heads of Department 31
Scale 2 Posts 31
Remedial and Special Needs Teaching Posts 34
Scale 1 Posts 32

Middle School Education
Headships 34
Remedial and Special Needs Teaching Posts 34
Art and Design 34
Mathematics 34
Modern Languages 34
Music 34
Physical Education 34
Science 34
Other than by Subjects 34

Secondary Education
Headships 43
Deputy Headships Senior Masters/Mistresses 43
Remedial and Special Needs Teaching Posts 43
Art and Design 44
Classics 44
Commercial Subjects 44
Computer Studies 44
Craft Design & Technology 45
Economics & Business Studies 46
English 47
Geography 48
History 50
Home Economics 50
Humanities 52
Mathematics 52
Modern Languages 54
Music 55
Pastoral 55
Physical Education 56
Religious Education 57
Science 57
Social Studies 59
Speech and Drama 59
Technology 59
Other than by Subjects 59

Sixth Form and Tertiary Colleges
Heads of Department 60
Scale 2 Posts 60
Scale 1 Posts 60

Special Education
Headships 60
Deputy Headships Senior Masters/Mistresses 60
Heads of Department 61
Scale 2 Posts 61
Scale 1 Posts 61

Appointments in Scotland 62

Independent Schools
Headships 62
Deputy Headships Senior Masters/Mistresses 62
Art and Design 62
Classics 62
Commercial Subjects 62
Computer Studies 62
Economics & Business Studies 62
English 63
Geography 63
History 63
Home Economics 63
Mathematics 63
Modern Languages 63
Music 63
Pastoral 63
Physical Education 63
Science 63
Speech and Drama 64
Other than by Subjects 64

Preparatory Schools
Deputy Headships Senior Masters/Mistresses 64
Classics 64
English 64
History 64
Modern Languages 64
Music 64
Physical Education 64
Science 64
Other than by Subjects 64

Colleges of Further Education
Directors and Principals 65
Heads of Department 64
Other Appointments 64

Colleges and Departments of Art
Other Appointments 67

Colleges of Higher Education
Other Appointments 67

Colleges of Education with Teacher Training
Other Appointments 68

Adult Education 67

Assessment Centres 68

Youth and Community Service 68

Overseas Appointments 69

Administration
Local Education Authority 71

Administration General 72

Child Care 73

Educational Psychologists 73

Examiners 73

Miscellaneous 73 & 74

Peripatetic Posts 74

Outdoor Education 74 & 75

English as a Foreign Language 74

English as a Second Language 74

Appointments wanted 75

Educational Courses 75

Tuition 75

Personal
Announcements 75

Conferences and Lectures 75

For Sale and Wanted 75

Holidays and Accommodation 75

Field Study Centres 75

Properties for Sale and Wanted 75

Typing and Duplicating 75

Please address classified advertisements to: John Ladbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.

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Cancellation deadline 4.30pm Monday preceding Friday of publication.
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Nursery Education

Headships

CAMBRIDGESHIRE
(Equal Opportunity Employer)
HUNTINGDON AREA
THE NURSERY SCHOOL
Huntingdon, Cambs.

Applications are invited for the HEADSHIP of this Group 2 Nursery School from January 1986.

Application forms and further details from the Senior Area Education Officer, Cleaby House, Princes Street, Huntingdon, Cambs. (SAE please). Closing date 15th July. (15750) 100070

BUCKINGHAMSHIRE
COUNTY COUNCIL
EQUAL OPPORTUNITY EMPLOYER
required September 1985, or as soon as possible thereafter, SCALE 3 TEACHER to establish a Nursery Class at ELMHURST COUNTY FIRST SCHOOL, Dunsham Lane, Aylesbury.
Nursery school experience essential.
Assistance with removal expenses is given in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.
Application form and further details (s.a.e.) from, and to be returned to, Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH. CLOSING DATE: 19 July 1985. (03080) 100026

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
TEACHING POST
PRIMARY
GREEN ACRE NURSERY SCHOOL
Province Place, Bootle, Merseyside L20 6AD
QUALIFIED TEACHER (Scale 1) Required for September 1985. Previous applicants automatically considered.
Application forms and futher details are available on receipt of s.a.e., from the Headteacher of the School to whom completed forms must be returned by 15th July 1985. (08633) 100036

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SOUTH GROVE PRIMARY SCHOOL
Ringwood Road, London E17 6NA
Required for September or as soon as possible thereafter, Teacher for 40 f.t.e. Nursery. Suitable for newly qualified teacher.
SCALE 1 plus Outer London and Social Priority Allowance.
Application form (and further details if available) on receipt of a SAE, 4" s.a.e. from, and returnable to the Head Teacher.
Ref: F56A/522. (13097) 100085

HARINGEY
Progress with Humanity
ST. FRANCIS DE SALES R.C. INFANT SCHOOL
Bereston Road, London N17 8DA
Tel: (01) 808 4433
NURSERY TEACHER (SCALE 1)
Required for September, 1985 to work in a team of 2 teachers and 2 NNEB assistants. Applicants should preferably be committed Roman Catholics. (Visits to the school welcome).
Application forms (s.a.e.) may be obtained from the Chief Education Officer, 48-68 Station Road, Wood Green, London N22 4TY and should be returned to Fr. Hegarty, Chairman of Governors, 128 High Road, London N17 8AG by 19.7.85.
Further details and application form, returnable by 19th July 1985, from Director of Education, P.O. Box 317, Avon House North, St James Barton, Bristol BS99 7EB. (Please enclose s.a.e.).
Avon is an equal opportunities employer. (12313) 110010

SURREY
EDUCATION COMMITTEE
LONGHEAD COUNTY FIRST SCHOOL
Redhill
Scale 1 Nursery Teacher required for September 1985 for this 40 place nursery class. Required to teach in a team teaching situation with one other teacher and two nursery assistants. Please state any special interests.
Application form and further details from Acting Head, Redhill 65080. (08346) 100026

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
IRLAM NURSERY CENTRE
Fiddlers Lane, Irlam
NURSERY TEACHER SCALE 2
For this established nursery centre.
Please send s.a.e. for application form to the Chief Education Officer, Education Offices, Chapel Street, Salford M3 5LT. Completed forms should be returned by 19 July, 1985. (03853) 100026

BRENT
LONDON BOROUGH OF BRENT
THE CURZON CRESCENT NURSERY SCHOOL
Curzon Crescent, Willesden, NW10 9BD
Tel: 01-459 6813
(Roll: 118. Social Priority School)
Required for September 1985 A TEMPORARY NURSERY TEACHER (Scale 1) required for one term for this 3 year old Nursery School. An ideal opportunity for an enthusiastic Class Teacher committed to good practice in Nursery Education. Visits welcomed.
London Allowance of £1,038 per annum in addition.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multicultural Education.
Application forms (s.a.e.) obtainable from the Head Teacher returnable within 14 days. (08515)
[illegible] 100036

SEALING
LONDON BOROUGH
Education Service
NURSERY TEACHER IN DISRAELI DAY NURSERY
SCALE 2 ONE PART TIME SCALE 1
The Authority seeks to appoint for January 1986 or earlier if possible a full time qualified nursery teacher or an equivalent number of part time teachers, to work principally in the day nursery which provides day care for young children under the control of the Social Services Committee.
Applications are invited from teachers who have completed their probationary period and preferably have some further experience in nursery education. Successful applicants will be attached to Ofice Nursery School and will be generally responsible to the Head of Nursery, but they will also need to develop close working liaison with the Officer in Charge of Disraeli Day Nursery.
Scale 2 salary (for full time appointments only) plus £1,038 London Allowance plus Social Priority Allowance; Teachers' conditions of service.
Application forms (SAE) may be obtained from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU to be returned by 19 July 1985.
(08634) 100036

MEDWAY DIVISION
St Benedicts RC Primary School (Aided), Lordswood, Chatham. Group 3 Roll 154
Head Teacher
Required for January 1986.
Applications invited from suitably qualified and experienced practising Catholic teachers for this important post.
Application form available from the School, Lambourne Way, Lordswood, Chatham, Kent ME5 8PU (sae please) and returned to the Chairman of Governors, 5 Bleakwood Road, Waldersdale, Chatham ME5 ONF by 12th July 1985 at the latest. (19117)

FULL-TIME AND PART-TIME NURSERY TEACHERS
Scale 1
A number of part-time and full-time vacancies are available for September 1985.
These posts would be suitable for probationers. Previous applicants are being considered and need not re-apply.
London Allowance: £1038.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 16th July 1985.
Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer
LONDON BOROUGH OF NEWHAM (19114)

Primary School Education

Headships

AVON COUNTY
STANSHAWES COURT
COUNTY JUNIOR SCHOOL
Sunnyridge Park, Yate, Bristol BS17 5HT
HEADSHIP
Salary in accordance with Group 3, vacancy from 1st January 1986.
Further details and application form, returnable by 19th July 1985, from Director of Education, P.O. Box 317, Avon House North, St James Barton, Bristol BS99 7EB. (Please enclose sae).
Avon is an equal opportunities employer. (12313) 110010

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
RIDGMONT LOWER SCHOOL
High Street, Ridgmont, Bedford MK43 0TS
Group 1
Required from January/April 1986.
Estimated number on roll, January 1986 - 86 children aged 5 - 9, plus 35 in the Nursery.
Application forms and further details available from Chief Education Officer, County Hall, Bedford.
Closing Date: 19th July 1985. (08519) 110011

BEDFORDSHIRE
EDUCATION SERVICE
PULLOXHILL LOWER SCHOOL
Fieldside Road, Pulloxhill, Bedford MK45 5HN
From January 1986, Group 1. Estimated number on roll, January 1986 - 54 pupils aged 5 - 9.
Application forms and further details are available from the Chief Education Officer, County Hall, Bedford.
Closing date: 19th July 1985. (12308) 110010

DERBYSHIRE
See Derbyshire Display advert post reference CO/4139/7 Page 58. (08438) 110010

DEVON
Please see displayed advertisement on Page 51. (03873) 110010

DORSET
WITCHAMPTON C.E. V.A. FIRST SCHOOL
Witchampton, Wimborne
(age range 5-9, 45 pupils on roll)
Required January 1986.
HEADTEACHER for this Group 1 School.
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of s.a.e. Closing date 17th July, 1985. (03821) 110010

GLOUCESTERSHIRE
An Equal Opportunities Employer
TWYNING COUNTY PRIMARY SCHOOL
Tewkesbury, Glos.
68 on roll
5 - 11 years
HEAD TEACHER GROUP 3
Required for 1st January 1986.
Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester (enclose S.A.E.). (08041) 110010

BERKSHIRE
KENNET VALLEY PRIMARY SCHOOL
Carter's Rise, Calcot, Reading
N.O.R.: 300
Required as soon as possible Headteacher for this Gp 3 Primary School.
Application forms and further details from the Director of Education (E2/88), Shire Hall, Shinfield Park, Reading RG2 9XE. (SAE).
Closing date: 16th July, 1985.
An Equal Opportunity Employer. (15626) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE MALLING DIVISION
STOCKS GREEN COUNTY PRIMARY SCHOOL
Leigh Road, Hildenborough, Tonbridge TN11 9AE
Group 3 Roll 143 (Summer 1985)
APPOINTMENT OF HEAD TEACHER
Required for January 1986.
Application form and further details available from the Divisional Education Officer, 193 High Road, West Malling, Maidstone, Kent ME19 6NS (SAE please) to whom they should be returned by 2nd August 1985.

GLOUCESTERSHIRE
AN EQUAL OPPORTUNITIES EMPLOYER
GUARDEAN C OF E (CONTROLLED) PRIMARY SCHOOL
Nursteam, Glos.
97 on roll, 5 - 11 years
Head Teacher Group 3 required for 1st January 1986.
Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester. (enclose SAE). (08596) 110010

LANCASHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITIES EMPLOYER
FLEETWOOD CHARLES SAER COUNTY PRIMARY SCHOOL
Fleetwood
(247 on Roll)
Required 1st September, 1985 or as soon as possible thereafter.
HEADTEACHER
H.O.S.
Forms/further details from/to The Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ. SAE please.
Closing date: 18th July, 1985. (12631) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE MALLING DIVISION
LEIGH PRIMARY SCHOOL
Leigh Road, Hildenborough, Tonbridge TN11 9AE
Group 3 Roll 143 (Summer 1985)
APPOINTMENT OF HEAD TEACHER
Required for January 1986.
Application form and further details available from the Divisional Education Officer, 193 High Road, West Malling, Maidstone, Kent ME19 6NS (SAE please) to whom they should be returned by 2nd August 1985.

PLAXTOL COUNTY PRIMARY SCHOOL
Plaxtol, Sevenoaks TN15 0QD
Group 3 Roll 75 (summer term 1985)
APPOINTMENT OF HEAD TEACHER
Required for January 1986.
Application form and further details available from the Divisional Education Officer, 193 High Street, West Malling, Maidstone, Kent ME19 6NS (sae please) to whom they should be returned by 2nd August 1985. (08839) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from suitably qualified and experienced teachers for the following Headship appointment:-
SESSAY C.E. PRIMARY SCHOOL
near Thirsk
(GROUP 2)
Please send stamped addressed envelope for application form and details to The County Education Officer, County Hall, Northallerton DL7 8AE to be completed forms should be returned by 19 July 1985. (15770) 110016

WILTSHIRE
Please see display advertisement on Page 31 (08715) 110012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
GLENCOE C.P. SCHOOL
Glencoe Road, Chatham, Kent (JUNIOR DEPARTMENT)
Group 3
Deputy Headteacher required from January 1986. Good Junior experience necessary: interest in Science and Gymnastics desirable.
E.P.A. and consolidated Special Schools Allowance payable.
This is a re-advertisement. Further particulars and application forms from the Headmaster at the school (s.a.e. please). (08540) 110012

WEST SUSSEX
HENFIELD C E (AIDED) FIRST SCHOOL
Norfolk Street, Worthing
DEPUTY HEADTEACHER required for this new Group 3 First School being established in September 1985 following reorganisation.
Details and application form from Headteacher Designate at the School on receipt of s.a.e.
Closing date 22nd July 1985.
Previous applicants will be considered and need not re-apply. (08108) 110012

Other Appointments

BERKSHIRE
WILLIAM PENN NURSERY SCHOOL
Penn Road, Slough SL2 1PQ
Required for September 1985, if possible, a scale 2 teacher with responsibility for children with special needs. May be nursery or infant trained. (Slough Priority Area).
Closing date: 12th July, 1985.
An Equal Opportunity employer. (13350) 100056

DEVON
Please see displayed advertisement on Page 51. (03887) 100026

HAMPSHIRE
NEW MILTON C.E. (AIDED) PRIMARY SCHOOL
Church Road, Swanmore, Southampton SO32 2PA
N.O.R. 230 Group 3
Required January 1986, Deputy Headteacher. The post falls vacant due to promotion of holder's promotion. The successful applicant will play a key role in the management of the school.
Applicants should be in sympathy with aims of Aided School.
Apply with S.A.E. to Headteacher who will supply further details. (03065) 110015

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE AREA
LINCOLN GARDENS JUNIOR SCHOOL
Lincoln Gardens, Scunthorpe
Head Teacher: Mr. R. Kent
Group 3 N.O.R. 198
DEPUTY HEAD TEACHER
Required for 1st January, 1986. Applicants should be experienced enthusiastic class teachers with the ability to make a positive contribution to curriculum development, boys' games and P.E.
Application forms and further particulars are obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 15th July, 1985 (s.a.e. please).
Full and fair consideration will be given to all disabled applicants'. (12666) 110012

BERKSHIRE
ALDRYNGTON PRIMARY SCHOOL
Off Silverdale Road, Earley, Reading RG6 5HR
Required as soon as possible, a Deputy Headteacher for this Group 5 Primary School.
Application forms and further details available from the Headteacher (SAE).
Closing date: 18th July, 1985.
An Equal Opportunity employer. (12100) 110015

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
PEPPER HILL COUNTY FIRST SCHOOL
Kingsfold, Bradville, Milton Keynes MK13 7BQ
DEPUTY HEADTEACHER - Group 4
Following the promotion of the present holder of the post to a liaison position we are invited for the Deputy Headship of this well established first school. The school is purpose built, designed for 240 pupils aged from 5 to 8 years.
Previous applicants will be automatically reconsidered.
Assistance with removal expenses and rented housing may be available for this post and there is a wide range of houses to buy in the area.
Application forms and further details are available from the Acting Director, Mr. J.C. Ginsever, B.Sc., M.Ed. at the Milton Keynes Area Education Office, 7 Wilton Gate East, Central Milton Keynes MK9 3SE. On receipt of a foolscap stamped addressed envelope. (03086) 110015

ESSEX
KATHERINE SEMAR JUNIOR SCHOOL
Ross Close, Saffron Walden CB11 4BU
Tel: Saffron Walden 21120
(Roll 455)
DEPUTY HEAD, Group 4
Required January, candidates should be able to demonstrate an understanding and application of the best of present day primary practice.
Application forms and further details obtainable from and returnable to the Area Education Office, Crosseman House, Station Approach, Braintree, by 19th July 1985 (foolscap s.a.e. please). (08711) 110015

HAMPSHIRE
NEW ALRESFORD C.E. (AIDED) PRIMARY SCHOOL
Church Road, Swanmore, Southampton SO32 2PA
N.O.R. 230 Group 3
Required January 1986, Deputy Headteacher. The post falls vacant due to promotion of holder's promotion. The successful applicant will play a key role in the management of the school.
Applicants should be in sympathy with aims of Aided School.
Apply with S.A.E. to Headteacher who will supply further details. (03065) 110015

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
PEPPER HILL COUNTY FIRST SCHOOL
Kingsfold, Bradville, Milton Keynes MK13 7BQ
DEPUTY HEADTEACHER - Group 4
Following the promotion of the present holder of the post to a liaison position we are invited for the Deputy Headship of this well established first school. The school is purpose built, designed for 240 pupils aged from 5 to 8 years.
Previous applicants will be automatically reconsidered.
Assistance with removal expenses and rented housing may be available for this post and there is a wide range of houses to buy in the area.
Application forms and further details are available from the Acting Director, Mr. J.C. Ginsever, B.Sc., M.Ed. at the Milton Keynes Area Education Office, 7 Wilton Gate East, Central Milton Keynes MK9 3SE. On receipt of a foolscap stamped addressed envelope. (03086) 110015

ESSEX
KATHERINE SEMAR JUNIOR SCHOOL
Ross Close, Saffron Walden CB11 4BU
Tel: Saffron Walden 21120
(Roll 455)
DEPUTY HEAD, Group 4
Required January, candidates should be able to demonstrate an understanding and application of the best of present day primary practice.
Application forms and further details obtainable from and returnable to the Area Education Office, Crosseman House, Station Approach, Braintree, by 19th July 1985 (foolscap s.a.e. please). (08711) 110015

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY STAFF SUPPLY TEACHERS
PRIMARY EDUCATION - Scale 2 and Scale 1
Two teachers with experience with the [illegible] age range required for January 1986 or earlier, to join the County Staff Supply Team. Overseas driving of a car is essential.
Essential Car User Allowance. Assisted Car Purchase Scheme.
Application forms and further details from Chief Education Officer, County Hall, Bedford.
Closing date: 19 July 1985. (12682) 110020

BEXLEY
LONDON BOROUGH
HILLSGROVE PRIMARY SCHOOL
Welling
Experienced Junior teacher required to take responsibility for the continuing development of Science and Social studies throughout the School. Previous experience in organising these curriculum areas is essential. Scale 2 post available for suitable applicant.
Application forms available from Chief Education Officer for Schools (C.S.), Town Hall, Crayford, Kent DA1 4BW. (enclosing foolscap s.a.e.). (08653) 110020

BEXLEY
LONDON BOROUGH
HILLSGROVE PRIMARY SCHOOL
Welling
Experienced Junior teacher required to take responsibility for Language Development and have an interest in Boys' Games. Scale 2 post available for suitable applicant.
Application forms available from Chief Education Officer for Schools (C.S.), Town Hall, Crayford, Kent DA1 4BW. (enclosing foolscap s.a.e.). (08654) 110020

BRENT
LONDON BOROUGH OF BRENT
THE CURZON CRESCENT NURSERY SCHOOL
Curzon Crescent, Willesden, NW10 9BD
Tel: 01-459 6813
(Roll: 118. Social Priority School)
Required for September 1985 A TEMPORARY NURSERY TEACHER (Scale 1) required for one term for this 3 year old Nursery School. An ideal opportunity for an enthusiastic Class Teacher committed to good practice in Nursery Education. Visits welcomed.
London Allowance of £1,038 per annum in addition.
Brent is an Equal Opportunities Employer.
Brent is fundamentally committed to Multicultural Education.
Application forms (s.a.e.) obtainable from the Head Teacher returnable within 14 days. (08515)
[illegible] 100036

Norfolk
HEADS
required for
LODDON COUNTY FIRST SCHOOL, NEAR NORWICH (GROUP 3)
HIGHGATE COUNTY INFANTS SCHOOL, KING'S LYNN (GROUP 2)
Application forms and further details may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Norwich, NR1 2DL.
Closing date: 19th July, 1985 (19409)

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

HEADTEACHERS
Required January 1986
COLCHESTER, FRIARS GROVE COUNTY JUNIOR SCHOOL (Group 4), Uplands Drive, Off Ipswich Road, Colchester.
COLCHESTER, ST. ANDREW'S COUNTY INFANTS SCHOOL (Group 4), Hickory Avenue, Greenstead Estate, Colchester.
BRADFIELD, ST. LAWRENCE COUNTY PRIMARY SCHOOL (Group 2), Heath Road, Bradfield, Manningtree.
Generous relocation allowances scheme in operation.
Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD.
Closing date: 28th July, 1985. (19134)
ESSEX County Council

Wiltshire
Primary Education
HEADTEACHER POSTS
COOMBE BISSETT C.E. (CONTROLLED) FIRST SCHOOL
Group 2 N.O.R. 73
Head Teacher required from January 1986 for this 5-9 first school, housed in modern premises and serving the village of Coombe Bissett and surrounding rural area to the south-west of Salisbury.
The school forms part of the West Salisbury and Wilton 3-tier system, with pupils transferring at 9+ to Will Middle School and at 13+ to Westwood St. Thomas Upper School in Salisbury.
Application form and further details (SAE please) from and returnable to Chief Education Officer, Education Department (Ref. ST/7/PMB), County Hall, Trowbridge, by 16th July, 1985.

GREAT WISHFORD C.E. (AIDED) FIRST SCHOOL
Group 1 N.O.R. 35
Readvertisement
Head Teacher required for January 1986 for this 5-9 first school, lying in Wylye Valley on the A36, some 7 miles from Salisbury. The original premises, dating from 1722, were significantly remodelled and extended in 1981; there is an attractive playing field on site. The Governors would prefer to appoint a communicant applicant, but would also welcome applications from candidates of other Christian denominations.
Applications from experienced Scale 1 teachers, particularly those who have served in a number of schools, would also be carefully considered by the Governors.
Previous applicants for this post are asked to confirm whether they still wish to remain under consideration.
Application form and further details (SAE please) from and returnable to the Chief Education Officer, Education Department (REF. ST/7/PMB) County Hall, Trowbridge, by 16th July, 1985.

DEPUTY HEADTEACHER POSTS
LARKHILL COUNTY PRIMARY SCHOOL
Wilson Road, Larkhill, Salisbury SP4 8QB
Group 6 N.O.R. 230
Required for September 1985 two teachers for Junior Department 9–11 year groups. One post could be Scale 2 for suitable applicant able to offer a lead in either Physical activities, Language or Creative Art.
Written letter of application to be sent as soon as possible to the Headmaster, stating age, giving particulars of education, training and experience and also the names and addresses of two referees.

CHAPMANSLADE C.E. AIDED PRIMARY SCHOOL
High Street, Chapmanslade, Westbury, BA13 3AN
Group 2 N.O.R. 50
Teacher Scale 1, required from 1st September, 1985 an experienced and enthusiastic Infant teacher.
Written letter of application stating age and giving particulars of education, training and experience and also the names and addresses of 2 referees to be sent to the Head Teacher by 19th July, 1985.

TIDWORTH ZOUCH COUNTY PRIMARY SCHOOL
Wavell Road, Tidworth, SP9 7JS
Scale 1 Teacher, temporary one year contract for this recently formed primary school. The building is open plan with teachers working co-operatively in pairs. The successful candidate will be asked to teach top infants and first year juniors together and take responsibility for a curriculum area.
Written letter of application to be sent as soon as possible to the Headmaster, stating age, giving particulars of education, training and experience and also the names and addresses of two referees.

PERIPATETIC, SCALE 1 POSTS
Required for September 1985 or as soon after as possible. Two teachers of VIOLIN/VIOLA.
Post 1: Teacher of VIOLIN/VIOLA, based at Swindon, teaching mainly in the North East of the County in Primary and Secondary schools. Opportunities to participate in Staff Orchestra and Music Centre activities exist for appropriate candidate.
Post 2: As post 1, based at Trowbridge teaching in the centre of the County in Primary and Secondary Schools.
Both posts require qualified teachers holding a current driving licence. There is an LEA loan scheme for the purchase of a car in operation.
Please apply in writing, giving details and naming two referees and return to Please apply in writing, giving details and naming two referees and return to Chief Inspector (Music), County Hall, Bythesea Road, Trowbridge, BA14 8JS by 11th July. (Ref: ST/7/ERH).

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
ALDRYNGTON PRIMARY SCHOOL
Off Silverdale Road, Earley, Reading RG6 5HR
Required as soon as possible, a Deputy Headteacher for this Group 5 Primary School.
Application forms and further details available from the Headteacher (SAE).
Closing date: 18th July, 1985.
An Equal Opportunity employer. (12100) 110015

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
PEPPER HILL COUNTY FIRST SCHOOL
Kingsfold, Bradville, Milton Keynes MK13 7BQ
DEPUTY HEADTEACHER - Group 4
Following the promotion of the present holder of the post to a liaison position we are invited for the Deputy Headship of this well established first school. The school is purpose built, designed for 240 pupils aged from 5 to 8 years.
Previous applicants will be automatically reconsidered.
Assistance with removal expenses and rented housing may be available for this post and there is a wide range of houses to buy in the area.
Application forms and further details are available from the Acting Director, Mr. J.C. Ginsever, B.Sc., M.Ed. at the Milton Keynes Area Education Office, 7 Wilton Gate East, Central Milton Keynes MK9 3SE. On receipt of a foolscap stamped addressed envelope. (03086) 110015

ESSEX
KATHERINE SEMAR JUNIOR SCHOOL
Ross Close, Saffron Walden CB11 4BU
Tel: Saffron Walden 21120
(Roll 455)
DEPUTY HEAD, Group 4
Required January, candidates should be able to demonstrate an understanding and application of the best of present day primary practice.
Application forms and further details obtainable from and returnable to the Area Education Office, Crosseman House, Station Approach, Braintree, by 19th July 1985 (foolscap s.a.e. please). (08711) 110015

HAMPSHIRE
NEW ALRESFORD C.E. (AIDED) PRIMARY SCHOOL
Church Road, Swanmore, Southampton SO32 2PA
N.O.R. 230 Group 3
Required January 1986, Deputy Headteacher. The post falls vacant due to promotion of holder's promotion. The successful applicant will play a key role in the management of the school.
Applicants should be in sympathy with aims of Aided School.
Apply with S.A.E. to Headteacher who will supply further details. (03065) 110015

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE AREA
LINCOLN GARDENS JUNIOR SCHOOL
Lincoln Gardens, Scunthorpe
Head Teacher: Mr. R. Kent
Group 3 N.O.R. 198
DEPUTY HEAD TEACHER
Required for 1st January, 1986. Applicants should be experienced enthusiastic class teachers with the ability to make a positive contribution to curriculum development, boys' games and P.E.
Application forms and further particulars are obtainable from the Head Teacher at the School to whom completed forms should be returned no later than 15th July, 1985 (s.a.e. please).
Full and fair consideration will be given to all disabled applicants'. (12666) 110012

Heads of Department

AVON COUNTY
COURTNEY PRIMARY SCHOOL
Courtney Road, Kingswood, Bristol BS15 2ND
Required from 1st January 1986, an experienced and committed Infant teacher for the post of Head of Infant Department. The post, which carries considerable responsibility is Scale 3.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (08515) 110018

Scale 2 Posts and above

BARNET
LONDON BOROUGH
REQUIRED SEPTEMBER 1985
BROADFIELDS JUNIOR SCHOOL
Broadfields Avenue, Edgware HA8 8RH
Roll 328
Temporary Assistant Teacher for one year to cover a secondment. Junior class Teacher for Boys' Games. Scale 2 for experienced teacher but probationer considered.
Application forms (s.a.e.) obtainable from the Director of Education, Town Hall, Friern Barnet Road, N11 3DL to be returned to the Head Teacher by 15th July 1985. (08315) 110020

BEDFORDSHIRE
SOUTHERN AREA
DENBIGH ROAD INFANTS SCHOOL
Denbigh Road, Luton, Beds.
Tel: (0582) 571166
Required for 1.9.1985 for 1.1.1986 an experienced teacher to work in this multi-cultural school. Scale 2. Applicants should state in which areas of the curriculum they wish to make a major contribution.
Application forms and further particulars obtainable from and returnable to the Head at the School, sae please. (12684) 110020

BEDFORDSHIRE
EDUCATION SERVICE
COUNTY STAFF SUPPLY TEACHERS
PRIMARY EDUCATION - Scale 2 and Scale 1
Two teachers with experience with the [illegible] age range required for January 1986 or earlier, to join the County Staff Supply Team. Overseas driving of a car is essential.
Essential Car User Allowance. Assisted Car Purchase Scheme.
Application forms and further details from Chief Education Officer, County Hall, Bedford.
Closing date: 19 July 1985. (12682) 110020

BEXLEY
LONDON BOROUGH
HILLSGROVE PRIMARY SCHOOL
Welling
Experienced Junior teacher required to take responsibility for the continuing development of Science and Social studies throughout the School. Previous experience in organising these curriculum areas is essential. Scale 2 post available for suitable applicant.
Application forms available from Chief Education Officer for Schools (C.S.), Town Hall, Crayford, Kent DA1 4BW. (enclosing foolscap s.a.e.). (08653) 110020

BEXLEY
LONDON BOROUGH
HILLSGROVE PRIMARY SCHOOL
Welling
Experienced Junior teacher required to take responsibility for Language Development and have an interest in Boys' Games. Scale 2 post available for suitable applicant.
Application forms available from Chief Education Officer for Schools (C.S.), Town Hall, Crayford, Kent DA1 4BW. (enclosing foolscap s.a.e.). (08654) 110020

PRIMARY EDUCATION

continued

BRENT
LONDON BOROUGH OF BRENT
FURNESS JUNIOR SCHOOL
Furness Road, NW10 5YT
Tel: 01-965 6071
(Roll: 313. Social Priority School)
Required for January 1986 An enthusiastic TEACHER with Classroom experience (Scale 01. As Deputy Head. Games and P.E. an advantage. Visits welcomed.
London Allowance of £1,038 per annum is payable. Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 14 days. (08621) 110020

BRENT
LONDON BOROUGH OF BRENT
EDUCATION COMMITTEE
BRENT LANGUAGE SERVICE
Required for September:
Primary Team Leader Scale 3.
There are three team leaders (Nursery, Infant and Junior) who share responsibility for the continuing professional development of Brent Language Service Primary ESL teachers and contribute towards course for maintenance.
There is a teaching commitment of three full days a week.
Well qualified ESL teachers with mainly primary experience are invited to apply for the post available.
London Allowance of £1,038 per annum is payable.
Brent is an equal opportunities employer.
Brent is fundamentally committed to multi-cultural education.
Application forms (sae) obtainable from the Headteacher, returnable within 14 days. (08573) 110020

BROMLEY
LONDON BOROUGH OF BROMLEY

CROFTON JUNIOR SCHOOL
Town Court Lane,
Orpington, Kent BR5 1EL

SCALE 3
YEAR CO-ORDINATOR

Required for January 1986, a Year Co-ordinator for a six class year group of 3rd Year Juniors. The post is likely to appeal to candidates with a current good development background who wish to extend their management experience.

Full details (s.a.e. please), available from the Headmaster at the school to whom completed forms should be returned by 14th July 1985. (13780) 110020

Primary School Teachers

A number of teachers are required for September to fill full-time vacancies in Primary Schools in the Borough.

Applications from newly or recently qualified teachers will be welcomed.

Permanent and temporary posts available.

Scale 1 plus Outer London Allowance.

Application form (and further details) available on receipt of sae from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton E10 5QJ.

Ref. P/532.

(19138)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants will be considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

Daily Rate Supply Teachers
Scale 1

Applications are invited from qualified and experienced teachers who may be available to provide cover for sickness and other short term emergencies in Primary, Secondary and Special schools. Applicants should normally be available for at least three days per week and be living within commuting distance of the London Borough of Harrow.

London Borough of Harrow, Education Office, P.O. Box 22, Civic Centre, Harrow, Middlesex HA1 2UW. FAO Teachers Staffing Section 01-863 5611, Ext. 2312/2738.

(19138)

Harrow Education
an equal opportunity employer

COUNTY COUNCIL
WYCOMBE AREA
EQUAL OPPORTUNITY EMPLOYER
HAZLEMERE C.E. COMBINED SCHOOL
Hazlemere, High Wycombe, Bucks.
Head: Mr D.J. Hawkins
Roll: 484
Required from September, 1985 or as soon as possible, a Scale 2 teacher to be responsible for the development of Religious Education throughout the school, girls games and residential visits.
Application forms and further particulars from the Headteacher on receipt of a stamped addressed envelope, to whom completed applications should be returned by 19th July 1985. (03098) 110020

EALING
LONDON BOROUGH
Education Service
ST JOSEPH'S RC INFANT & MIDDLE SCHOOL
Oak Avenue, Hanwell W7 3HU
Required for January 1986 a Scale 2 Teacher Scale 3 to be Teacher in Charge of First Department in this continuously developing Middle School. Practising Catholic.
London Allowance £1,038.
Application forms and further details from Head at the school, to be returned by 12 July 1985 Tel: 567 6293 (SAE please). (08698) 110020

EAST SUSSEX
CARLTON HILL PRIMARY SCHOOL
Carlton Street, Brighton BN2 0QW
Roll 126
From January 1986 or earlier if possible: experienced teacher (Scale 2) for 7-8 infants, with interest in Language Development and preparation of a new library. Opportunities for parents in approved cases.
Application forms (sae please) from County Education Officer, PO Box 4, County Hall, Lewes BN7 1SG to be returned to the Head Teacher by June 12. (03058)

ENFIELD
LONDON BOROUGH OF ENFIELD
GEORGE SPICER PRIMARY SCHOOL
Southbury Road, Enfield EN1 1YY
Group 6, Roll 335
Required for September, or as soon as possible, an enthusiastic teacher, preferably with experience able to assist with overall curriculum development. An interest in music would be an advantage.
London Allowance £678.
Application forms (SAE) obtainable from the Head Teacher and to be returned to the Head Teacher at the school. Closing date 17th July 1985.
An equal opportunity employer. (08360) 110020

HARINGEY
Progress with Humanity

ST PETER-IN-CHAINS R.C. INFANT SCHOOL
Elm Grove, London N8 9AJ
Tel: 01-340 6788
Required for September 1985 an experienced Infant Class Teacher. The Governors of the school wish to appoint a teacher who would show leadership in a curriculum area. Applicants should state curriculum strengths.
Application forms (s.a.e.) available from the Chief Education Officer, Education Offices, 48-66 Station Road, Wood Green, London N22 4TY and to be returned to the Chairman of Governors, Mr S. Ewing at the school by 19th July, 1985.
London Allowance (£1,038) payable. Removal expenses - 100% allowed in approved cases. (08683) 110020

HERTFORDSHIRE
SUMMERCROFT JUNIOR SCHOOL
Parsonage Lane, Bishops Stortford
Tel: BS 51668, Number on roll 440
An experienced full-time Scale 2 Teacher required for September 85. Ability to take Gymnastics and Girls Games an advantage.
Letters of application with names and addresses of two referees and CV to be sent to the Headmaster as soon as possible. (08584) 110020

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
WILLESBOROUGH COUNTY PRIMARY JUNIOR SCHOOL
Highfield Road,
Willesborough, Ashford, Kent Roll: 501
January 1986 Teacher required to be in charge of P.E. and development of Boys games. Scale 2 possible for suitable candidate.
January 1986 Teacher required to take responsibility for mathematics and with an interest in and some knowledge of computers in school. Scale 2 possible for suitable candidate.
Applications naming two referees to the Headmaster. Tel: (Ashford 20405).
(08541) 110020

SURREY
EDUCATION COMMITTEE
QUEEN ELEANOR'S C OF E MIDDLE SCHOOL
Queen Eleanors Road,
Shalford Village, Guildford, Surrey GU5 9SL
Required for January 1986 (or earlier if possible) an enthusiastic Scale 2 teacher for Senior post in this three form entry middle school. The post is for first year Leader and co-ordinator of Art/Craft and/or Drama. Please state any other subject strengths. Interest in Church Practising Catholic Christian preferred.
Application forms and further details from the Headteacher on receipt of s.a.e. please. Closing date 19 July 1985. (08369) 110020

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
Required September 1985.
SCALE 3 (8 POSTS)
1. Barton Clough Primary School, Radius Avenue, Stretford, Manchester Tel: 061-748 7939.
Applications invited for this key post of infant co-ordinator with a team of 4 teachers.
2. Bartington Primary School, Central Road, Partington, Manchester. Tel: 061-775 2507.
Junior Teacher with an interest in Curriculum development. Applicants should state curriculum interests.
Applicants should contact the head at the school. Closing date 17th July 1985.
Applications from employees of the GLC or MCC's with relevant experience will be welcome. (08517) 110020

WARWICKSHIRE
COUNTY COUNCIL
HARBURY C.E. COMBINED SCHOOL
Back Lane, Mill Street,
Harbury, Leamington Spa CV33 9HR

Required as soon as possible, a fully qualified and experienced teacher to work with the first school department. Curriculum responsibility for MATHEMATICS or SCIENCE. Skills in Games and enthusiasm in general class teaching.

Written applications, stating full curriculum vitae and including the names of two referees, should be sent as soon as possible to the Head and the school. Enclose s.a.e. Closing date 12th July. (03859) 110020

Scale 1 Posts

AVON COUNTY
VICTORIA PARK INFANTS' SCHOOL
Victoria Park Lane, Badminster, Bristol BS3 4QB
Required from 1st September 1985, a teacher to take a post of top infant class. Applicants should be experienced, well organised teachers with vigour and imagination, with enthusiasm for music.
Letters of application to the Headteacher immediately giving full c.v. (please state Curriculum interests and strengths), and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (08112) 110022

AVON COUNTY
CLEVENDON CE VC JUNIOR SCHOOL
Highdale Avenue, Clevedon, Avon BS21 7LT
Required from 1st September 1985, teacher form Lower Juniors. Musical ability essential.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (03775) 110022

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
Applications are invited from qualified teachers and experienced teachers for the following Scale 1 Primary Teaching posts which are available from 1st September 1985 :

AGNES ROAD INFANT SCHOOL
Agnes Road, Barnsley S70 1NJ
Headteacher : Mrs. M. Graham
A teacher who is interested in music and can play the piano is required.

WELLGATE INFANT SCHOOL
Wellgate Mapplewell, Barnsley S75 6BH
Headteacher : Mrs. J. H. Mason
Application forms (SAE please) are available from the Education Officer, Education Department, Barnsley Close, Barnsley S70 2HG with which to be returned to the respective Headteacher at each school as soon as possible.
(08184) 110022

BERKSHIRE
GODOLPHIN FIRST SCHOOL
Wellington Avenue, Slough N.G.R.: 390
Required for September, 1985 an experienced teacher, Scale 2, initially to take charge of curriculum support throughout the school and to liase with parents.
An appreciation of language diversity is essential to this post, and an ability to speak Punjabi/Urdu would be a great assistance.
Applicants are welcome to visit the school by prior arrangement.
Tel: Slough 21888.
Closing date: 22nd July, 1985.
An Equal Opportunity Employer. (03889) 110022

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
FEVERSHAM FIRST SCHOOL
Required for September 1985, a Scale 2 teacher with responsibility in the first instance, for a class in the Nursery Department in this large, multi-ethnic school. Applicants should be imaginative, flexible and able to contribute to a team situation. Application of applicants approach to children's learning would be helpful.
Intending applicants are most welcome to visit the school.
Application forms may be obtained from the Directorate Personnel Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher, Feversham First School, Feversham Street, Leeds Road, Bradford 3 by 17 July 1985.
Reference ET 76785/ETES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race; sex; or disability, unless otherwise stated. (13778) 110022

BRENT
LONDON BOROUGH OF BRENT
CONVENT OF JESUS AND MARY INFANTS AND NURSERY SCHOOL
91 Park Avenue, Willesden NW10 8SD
Tel: 01-459 5880
Required for September - A NURSERY TRAINED practising CATHOLIC TEACHER Scale 1) to cover for Maternity Leave.

PRINCESS FREDERICA C OF E JUNIOR MIXED AND INFANTS SCHOOL
College Road, London NW10
Tel: 01-969 7755
(Roll: 369. Social Priority School)
Required for September 1985 : INFANT TEACHER (Scale 1) for Reception Class.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer and is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head: teaching practice welcomed. Applications should be returned within 14 days. (08617) 110022

BRENT
LONDON BOROUGH OF BRENT
DONNINGTON PRIMARY SCHOOL
Uffington Road, Willesden, NW10
Tel: 01-451 0761
(Roll: 230, including 20 Part-time Nursery)
Required from September 1985 - A suitably qualified TEACHER to work in the Nursery Class in the morning and in the school in the afternoon. An interest in Dance would be of value. A Scale 2 post may be available for the Nursery Class appointment pro-rata. The afternoon appointment will be on Scale 1.
Application forms (sae) obtainable from the Head to be returned by Monday 15th July.
London Allowance (£1,038) payable. Removal expenses - 100% allowed in approved cases. (08683) 110020

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
WALNUT HURST COMBINED SCHOOL
High Fames, Chaffron Way, Eaglestone, Milton Keynes
Required from September 1985, for a class of children grouped 5 - 7 year old children, a scale 1 teacher.
Applications are asked to state experience and enthusiasms in a letter of application.
The aim of the developing school is to promote learning amongst its pupils through a topic approach. The child's response is based on first hand experiences.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to be found.
Apply by letter to the Headteacher, A. Biddle, giving full curriculum vitae and the names and addresses of two referees.
(03076) 110022

BUCKINGHAMSHIRE
BEACONSFIELD/CHILTERN AREA
Equal Opportunity Employer
ST. JOSEPH'S R.C. COMBINED SCHOOL
Oxford Road, Chalfont St Peter SL9 8BB
Headmaster: M.J. Degnan
Applications are invited from September 1985 for a full-time teacher for Reception class. R.C. preferred. Applicants should be first appointment also welcomed.
Candidates should apply by their own letter with full c.v. to the Headteacher at the school as soon as possible please.
(03087) 110022

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
WESTCROFT COUNTY FIRST SCHOOL
Thames Drive, Newport Pagnell
Required from September 1985 an enthusiastic teacher to take responsibility for science and environmental studies and computer. Scale 1 post.
Application by letter enclosing c.v. and names and addresses of two referees direct to the Headteacher at the above address by 12th July.
(13748) 110022

CHESHIRE
EDUCATION COMMITTEE
WARRINGTON DISTRICT

LOCKING STUMPS COUNTY PRIMARY SCHOOL
Glover Road, Birchwood, Warrington WA3 7PH

Tel: Warrington 819076

TEACHER - SCALE 1

Applications are invited from enthusiastic newly qualified teachers to join staff in the Junior Department of this modern and well resourced school. Applicants should be willing to work in a co-operative teaching situation and to participate fully in the life of the school. The school's curriculum is based on a commitment to environmental science. There will be every opportunity to develop a curriculum strength and interest, which should be detailed in a letter of application.

Application forms are available from and returnable to: The District Education Officer, Priestley House, Sankey Street, Warrington. Tel: 31641, Ext. 338. Closing date: 17th July 1985. (05952) 110022

CHESHIRE
EDUCATION COMMITTEE
WARRINGTON DISTRICT

LONGBARN COUNTY PRIMARY SCHOOL
Fallowfield Grove, Warrington WA2 0QQ

Tel: Warrington 811532

TEACHER SCALE 1

This is an opportunity for a primary teacher to gain experience by working with a team of enthusiastic teachers.

Please state curriculum strengths. Commitment to child centred education essential.

Application forms available from and returnable to the: District Education Officer, Priestley House, Sankey Street, Warrington, Cheshire. Tel: Warrington 31641, Ext. 338. Closing date: 17th July 1985. (05958) 110022

CHESHIRE
EDUCATION COMMITTEE
WARRINGTON DISTRICT

ST ANDREW'S C E AIDED PRIMARY SCHOOL
Marsden Avenue, Orford, Warrington WA2 0HW

Tel: Warrington 30497

PRIMARY SCALE 1

Required for September 1985 an enthusiastic teacher with a full time and adaptable Primary teacher.

Applicants are asked to outline their particular strengths and any interests in curricular interests/activities.

Preference will be given to a practising member of the Church of England/Practising Christian.

Previous applicants will automatically be considered.

Application forms and further details from the Education Officer, Priestley House, Sankey Street, Warrington WA1 1XT. Tel: Warrington 31641, Ext. 338. Closing date: 17th July 1985. (03198) 110022

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area

THONGSLEY COUNTY INFANT SCHOOL
Huntingdon, Cambs.

Required for September 1985 (or earlier if possible) for reception infants, an interest in music would be an advantage.

Application forms and further details from the Headteacher.
(03198) 110022

BUCKINGHAMSHIRE
BUCKS/WYCOMBE AREA
EQUAL OPPORTUNITY EMPLOYER
DENHAM INFANTS' SCHOOL
Oxford Road, Denham UB9 4DD
Tel: 0895 832 255
Required from September 1985, a scale 1 teacher, preferably Christian, to be responsible for Music.
Applicants are requested to state special areas of interest and ability.
Willingness to offer some music an advantage.
Letters of application to the Headteacher giving full details and the names and addresses of two referees, as soon as possible.
(08550) 110022

BUCKINGHAMSHIRE
BUCKS/WYCOMBE AREA
EQUAL OPPORTUNITY EMPLOYER
LOUGHWATER COUNTY PRIMARY SCHOOL
School Way, Kingswood Road, Loughwater, High Wycombe, Bucks.
Head: Mr B.N. Fox
Roll: 240
Required from September 1985, a scale 1 teacher with an interest in maths and computers, and to take responsibility for the Headteacher giving full details and the names and addresses of two referees, as soon as possible.
(08551) 110022

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
SANDS COUNTY MIDDLE SCHOOL
Mill End Road, High Wycombe, Bucks.
Head: Mr. A.M. Robertson
Roll: 374
Required from September 1985 a scale 1 teacher with an interest in working with ethnic minority children and/or communities to be an advantage.
Letters of application to the Head giving the names and addresses of two referees, as soon as possible.
(08552) 110022

BUCKINGHAMSHIRE
BUCKS/WYCOMBE AREA
EQUAL OPPORTUNITY EMPLOYER
Applications are invited from general teachers for first and middle school posts in Wycombe area. Scale 1 post available, would suit young teacher seeking their first appointment.
Letters of application giving the names and addresses of two referees should be addressed to: The Education Officer, Thame House, Wycombe Road, Aylesbury, Bucks. as soon as possible.
(08555) 110022

CAMBRIDGESHIRE
(Equal Opportunity Employer)
Huntingdon Area

THONGSLEY COUNTY INFANT SCHOOL
Huntingdon, Cambs.

Required for September 1985 (or earlier if possible) for reception infants, an interest in music would be an advantage.

Application forms and further details from the Headteacher.
(03198) 110022

CROYDON
LONDON BOROUGH OF CROYDON

GRESHAM JM&I
Limpsfield Road, South Croydon, Surrey CR2 8EA

Tel: 01-657 1807

Tenable: 1st September 1985

An enthusiastic teacher is required to take a Junior class.

An interest in Sport or Environmental Studies useful but not essential.

Further details obtainable from the Head Teacher at the School.

SALARY - Burnham Scale 1. With London Area Allowance.

This post is exempt from LMOSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (08646) 110022

CUMBRIA
COUNTY COUNCIL
ST. JOSEPH'S R.C. PRIMARY SCHOOL
Vestgate Road, Frizington CA26 3PX
Voluntary Aided. Mixed 4 - 11. N.O.R. 210
Required for January, 1986, a full time assistant teacher of Infants and Juniors.
Practising Roman Catholic preferred. Scale One.
Application forms available from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven CA28 7SG. Completed forms to be returned to Father T. Quigley, St. Joseph's Presbytery, Frizington, Cumbria CA26 3RX by July, 1985. (S.A.E. please). (12647) 110022

DERBYSHIRE

See Derbyshire Display advert post reference AE/78/85 Page 53.
(08429) 110022

DEVON
Please see displayed advertisement on Page 51.
(03886) 110022

EALING
LONDON BOROUGH
EDUCATION SERVICE
JOHN PERROTT (VA) 5 AND MIDDLE SCHOOL
Long Drive, London W3 7PD
Part-time teacher required for 8 sessions per week for remedial and general work. Scale 1 plus £1,038 p.a. London Weighting.
Application forms (sae) from Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 3BU, to be returned by 19th July.
(08326) 110022

EAST SUSSEX
WEST RISE COUNTY INFANT SCHOOL
Chelfingh Road, Eastbourne BN23 7SL
Roll: 180
For September: an experienced Teacher (Scale 2) for a reception class working in a semi-open plan situation. Applications would state particular curriculum interests.
Removal grants in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, Lewes BN7 1SG to be returned to the Head Teacher.
(03050) 110022

EAST SUSSEX
RUDYARD KIPLING JUNIOR SCHOOL
Chalkland Rise, South Woodingdean, Brighton BN2 6PH
Roll: 365
From September 1985: Class Teacher for General Subjects (Scale 1) with willingness to offer commitment to extra-mural activities.
Relocation grants in approved cases.
Apply by letter with full c.v. and names and addresses of two referees to the Headmaster.
Closing date July 12th. (03048) 110022

ESSEX
HADLEIGH COUNTY INFANT SCHOOL
Church Road, Hadleigh Tel: Southend 557878
IRON 4351
NURSERY TEACHER, Scale 1
Required September/January, for establishment in Experiential/Interest in the developmental needs of young children in an integrated environment essential.
Apply for Application form and details to Headmistress, Mrs. Bull (foolscap s.a.e. please).

NEWPORT COUNTY PRIMARY SCHOOL
Frambury Lane, Newport, Saffron Walden
Tel: Saffron Walden 40055
Roll 150
TEACHER, Scale 1
Required September, 1985, if possible, for Lower Juniors. Sport, Infants interest in Girls' P.E. and Games would be an advantage.
Closing date 19th July, 1985.
Application forms available from and returnable to North Area Education Office, High Street, Stansted Station Approach, Braintree (foolscap s.a.e. please).

ST. JOHN FISHER R. C. PRIMARY SCHOOL
Surrey Drive, Loughton IG10 3DY
Tel: 01-508 8518
(Roll 356)
TEACHER, Scale 1
Required September, 1985 an enthusiastic Teacher to take a class of 1st/2nd Year Juniors.
Apply to Headteacher at the school (foolscap s.a.e. please). (08490) 110022

GLOUCESTERSHIRE
An Equal Opportunity Employer
ST JOHN'S C OF E SCHOOL
Bowbrook Hill Road, Coleford GL16 8DU
Required for September 1985, a probationary teacher for a reception class.
Apply to Head-Teacher enclosing S.A.E.
(03891) 110022

GLOUCESTERSHIRE
An Equal Opportunities Employer
DINGLEWELL JUNIOR SCHOOL
Newtacele, Gloucester Tel: Gloucester 67316
Required for September 1985 a probationary teacher.
Apply to Head-Teacher by 19th July (SAE please).
(03888) 110022

GLOUCESTERSHIRE
AN EQUAL OPPORTUNITIES EMPLOYER
QUEEN ELIZABETH'S SCHOOL
Glebe Way, Newent GL18 1BA
Probationary teacher required for middle infants from September.
Forms and further particulars from Head-Teacher (SAE please). (08890) 110022

GLOUCESTERSHIRE
AN EQUAL OPPORTUNITIES EMPLOYER
QUEEN ELIZABETH'S SCHOOL
Glebe Way, Newent GL18 1BA
Probationary teacher required for middle infants from September.
Forms and further particulars from Head-Teacher (SAE please). (08890) 110022

HARINGEY
Progress with Humanity

ST MICHAEL'S C.E. J.M. & I. SCHOOL
North Road, London N6 4DG
Roll: (Full 420)
Qualified teacher, Scale 1 required s.e.a.e.d. to teach groups with English as a 2nd Language and special needs, and classroom duties. Interest in multi-cultural education valuable.
Application forms and further information available from the Head Teacher at the school to whom completed forms should be returned by 19th July.
London Allowance (£1,038) payable.
Removal expenses - 100% allowed in approved cases.
(08501) 110022

HEREFORDSHIRE
WALDORF SCHOOL
Hereford
Needs a new teacher for September 1985.
If you are seeking a different approach to education ring 0981 540481 day or 0531 850835 evening for details.
(05976) 110022

HEREFORD AND WORCESTER
COUNTY COUNCIL
MOUNT CARMEL R.C. FIRST SCHOOL
Dowdeswell Road, Webheath, Redditch
Required from September 1985 Assistant Teacher (Scale 1) or Graduate Supervisor to teach a class of 5 - 6 year olds. A practising Catholic would be preferred. The successful applicant will be required to sign the Teachers' Conditions of Contract.
Application forms and further details are available from the Headteacher (S.A.E. please). (08317) 110022

HERTFORDSHIRE
ROSELANDS J.M.I. SCHOOL
High Wood Road, Haddesdon, Herts
Required for September 1985, an enthusiastic, full-time teacher, Scale 1, for a class of infant-aged children.
Please apply by letter to the Head, enclosing full curriculum vitae and names and addresses of two referees (s.a.e. please). Visits welcomed. (13688) 110022

HERTFORDSHIRE
TENTERFIELD NURSERY SCHOOL
London Road, Welwyn
Required for September 1985 a full time teacher, Scale 1, for a nursery class.
Please apply as soon as possible by letter to the Head, enclosing full curriculum vitae and names and addresses of two referees (s.a.e. Please) Visits welcomed.
(08684) 110022

HERTFORDSHIRE
SPELLBROOK VOLUNTARY CONTROLLED JMI SCHOOL
Spellbrook, Bishops Stortford, Herts
Head: Mr R. Brown
Required from September 85, a Scale 1 Teacher for a class of 1st/2nd Year Juniors who will be prepared to participate in the full life of the school including extra curricular activities. An ability to take Music within the infants will be an advantage.
Applications in writing to the Head of the school, as soon as possible. (08581) 110022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
PAINTERS ASH C. P. SCHOOL
Masefield Road, Northfleet DA11 8EL
Required for September, 1985, Teacher for Junior Department (Scale 3 post available for a suitably experienced candidate who will be expected to organise Physical Education throughout the school with particular responsibility for Girls' Games.
Apply in writing to the Headmaster at the school, giving the names and addresses of two referees.
Closing date 15th July, 1985.

MEDWAY DIVISION
BRENCHLEY AND BROOMHILL C.P. INFANTS SCHOOL
Cedar Road, Strood, Rochester, Kent
Scale 1 teacher required for two infants.
Applications to the Headteacher, who has a class and s.a.e. together with names and addresses of two referees.

DOVER DIVISION
WHITFIELD COUNTY PRIMARY SCHOOL
Mayfield Avenue, Dover
Required September 1985 teacher for Boys' Games and Science. Scale 1 post.
Applications to the Headteacher at the school giving names and addresses of two referees and full curriculum vitae as soon as possible.

TUNBRIDGE WELLS DIVISION
ST. MARK'S C.E. PRIMARY SCHOOL
Pembury Road, Tunbridge Wells TN2 5JH
Roll: 238
Experienced Junior Teacher required for 1st/2nd year class of mixed ability. Successful candidate must be prepared to take an interest in and organise games. This is a temporary one year appointment in the first instance pending possible reorganisation of the Middle Schools in South Tunbridge Wells.
Application forms and further details from the Headmaster at the School to whom they should be returned within 14 days. (S.A.E. please).

SHEPWAY DIVISION
MUNDELLA COUNTY PRIMARY SCHOOL
Risborough Road, Folkestone CT19 5QG
Required September 1985 a Scale 1 Assistant Teacher (Scale 1) for Upper Junior class. Please state special interests. Applications from newly qualified teachers will be considered.
Application forms and further details from the Headmaster (s.a.e. please).
(08449) 110022

NEWHAM
LONDON BOROUGH OF
JUNIOR TEACHERS Scale 1
Required September 1985.
A number of vacancies for teachers on first appointments who have had junior teaching practice will be available in September 1985.
Application forms (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 5 p.m. 19th July 1985.
Previous applicants are being considered and need not re-apply.
London Allowance: £1,038.
Director of Education, Education Offices, 376/382 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (03946) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
BRAFFERTON C.E. PRIMARY SCHOOL
Near Boroughbridge
Required for September or as soon as possible thereafter, an enthusiastic Infant teacher able to offer music throughout the school. An interest in the Christian tradition of the school is desirable. Scale 1.
Application form (s.a.e. please) obtainable from Area Education Officer, 15 Crescent Road, Harrogate HG1 2RS should be returned to Rev. J. Harris-Douglas, Brafferton Vicarage, Helperby, York YO61 2QD by 12 July 1985. (15771) 110022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
PAINTERS ASH C. P. SCHOOL
Masefield Road, Northfleet DA11 8EL
Required for September, 1985, Teacher for Junior Department (Scale 3 post available for a suitably experienced candidate who will be expected to organise Physical Education throughout the school with particular responsibility for Girls' Games.
Apply in writing to the Headmaster at the school, giving the names and addresses of two referees.
Closing date 15th July, 1985.

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)

ST MARY'S AND ST PETER'S C E (AID) SCHOOL
Somerset Road, Teddington, Middlesex TW11 8RX

SCALE 2 TEACHER PLUS £678 OUTER LONDON ALLOWANCE

Required for September 1985, an enthusiastic Junior teacher to work in this Church of England School.

Applications will be considered from both experienced teachers and those seeking a first appointment.

Please state special interests and skills in your application form.

Application forms and further details (including s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB. (Tel: 973 3252). Ext. 3126. Chief Education Officer's Assistant (Schools), Town Hall, Sale M33 1YA.
Closing date 12th July 1985. (15744) 110022

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES

CLEOBURY MORTIMER COUNTY PRIMARY SCHOOL
Cleobury Mortimer, Nr Kidderminster, Worcester DY14 8QW

Temporary full-time Junior teacher required for September 1985. Applicants should be enthusiastic, have a flexible approach and to show curriculum development with an experienced staff. Swanage in PE/Games or music an advantage.

Application forms and further details from the Head (SAE). Closing Date 19th July 1985. (15822) 110022

SURREY
EDUCATION COMMITTEE
STONELEIGH COUNTY INFANT SCHOOL
Sparrow Farm Road, Ewell, Surrey

Required from September 1985, enthusiastic Scale 2. One teacher to be responsible for a class in the lower part of the school. An interest in music and singing will be useful but not essential.
Application Forms from North East Area Education Officer, Monument Hill, Weybridge, Surrey. Tel: Weybridge 52871. (08138) 110022

SURREY
EDUCATION COMMITTEE
SOUTH ASH COUNTY JUNIOR SCHOOL
Ash Church Road, Ash, Aldershot, Hants. GU12 6LX
Required for September 1985, Scale 1 qualified teacher (initially to take second years (8 - 10 years) and music throughout the school.
For further details and application form (s.a.e. please) to the Headteacher. Tel: Aldershot 28589. (15516) 110022

SURREY
EDUCATION COMMITTEE
WOODMANSTERNE COUNTY FIRST & MIDDLE SCHOOL
Scale 1 teacher for infant class required for September 1985. Child centred approach to education. Please state special interests. Probationers welcomed.
Application form and further details from Head. Burgh Heath 55140. (08347) 110022

SURREY
EDUCATION COMMITTEE
QUEEN ELEANORS C OF E MIDDLE SCHOOL
Queen Eleanors Road, Onslow Village, Guildford, Surrey GU2 5SL
Required for September 1985 an enthusiastic teacher (initially for Scale 1) for the three form entry middle school. Please state subject strengths. Music and/or French an advantage. Practising Christian.
Application forms and further details from the Headteacher at the school (s.a.e. please). Closing date 15th July 1985. (08355) 110022

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
PRIMARY SCHOOL FIRST APPOINTMENTS
Applications are invited from newly qualified teachers for first appointments in September 1985 for a limited number of posts in Primary Schools.
For application forms, please write to Mrs. Y73 3285), Ext. 3126, Chief Education Officer's Section, Trafford Town Hall, Sale M33 1YA.
Closing date 12th July 1985. (15744) 110022

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
CRIGGLESTONE DANE ROYD FIRST SCHOOL
(5 - 9 (155 on roll)
Required September 1985 or January 1986 a Scale 2 TEACHER FOR LOWER INFANTS (5 - 7) able to accept responsibility for Music throughout the school.

STANLEY WRENTHORPE J.M.I. SCHOOL
Lawe Lane, Stanley WF3 4AT
(90 on roll)
Required January 1986 a Scale 1 TEACHER FOR THE RECEPTION CLASS (4 - 5 year olds). The teacher appointed must be enthusiastic and have an interest in sharing responsibility for music with some area of the curriculum. Applicants should state their own particular interests.

ST. AUSTIN'S R.C. JUNIOR MIXED AND INFANT SCHOOL
Wakefield
(241 on roll)
Required for September 1985 a Scale 1 teacher for a class of older Juniors. The ability to play the piano would be an advantage. Practising Catholic preferred.

OSSETT ST. IGNATIUS R.C. J. & I. SCHOOL
(90 on roll)
Required September 1985, an enthusiastic teacher to work with an interest in young children and what motivates their learning. 5 - 6 year group.
Application forms available (on receipt of s.a.e.) from the Chief Education Officer, Education Department, Bond Street, Wakefield, to be returned by 17th July. (08870) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SACKVILLE INFANTS SCHOOL
Canterbury Road, London E10
Head: Miss D.V. Chapman
Required for September, Infant trained teacher required for 4 form entry Infant (and Nursery school), initially for Middle class children, age children. Suitable for newly qualified teacher.
SCALE 1 plus Outer London Allowance. Ref P5/517.

CHURCH MEAD INFANT SCHOOL & NURSERY UNIT
Grange Road, London E10
Head: Mrs A. Cartledge
An infant trained teacher required for this multi-racial Nursery/Infant School to work initially with a reception class. Suitable for newly qualified teacher.
SCALE 1 plus Outer London Allowance and Social Priority Allowance. Ref. P1/517.

EDWARD REDHEAD INFANTS SCHOOL
Highham Hill Road, London E17
Head: Mrs E. Dickinson
Required for September, Experienced teacher required to work with or organise the Infant Annexe. Suitable for newly qualified teacher.
SCALE 1 plus Outer London Allowances. Ref. P26/230.
Required for September or as soon as possible. Successful teacher to develop the School Science and Health Education curriculum.
Scale 2 post available for suitably qualified, experienced teacher.
Outer London Allowance payable. Closing date 19th July 1985.

SOUTH GROVE PRIMARY SCHOOL
South Grove, London E17
Head: Mr K. Winser
Required for September or as soon as possible thereafter, an enthusiastic teacher able to offer music throughout the school. An interest in the Christian tradition of the school is desirable. Scale 1.
Application form (s.a.e. please) obtainable from Area Education Officer, 15 Crescent Road, Harrogate HG1 2RS should be returned to Rev. J. Harris-Douglas, Brafferton Vicarage, Helperby, York YO61 2QD by 12 July 1985. (15771) 110022

London Borough of Croydon
Education Committee
Invites applications for the following posts:
Tenable: 1st September 1985

Ridgeway Infants School, Southcote Road, South Croydon, Surrey CR2 0EQ. (For one Term only)

Wolsey Infants School, King Henry's Drive, New Addington, Croydon CR0 0PA. Tel: 0689 42778. Salary: Scale 2 (For suitable Applicant)

Benson JMI School, West Way, Croydon CR0 8RQ. Tel: 01-777 1572. Salary: Scale 1 (2 infant posts)

Castle Hill Junior School, Dunley Drive, New Addington, Croydon CR0 0RJ. Tel: 0689 43148. Salary: Scale 1 (1 year Appointment only)

Kensington Avenue Junior School, Kensington Avenue, Thornton Heath, Surrey CR4 8BT. Tel: 01-764 2923. Salary: Scale 1 (Music is essential)

St. James the Great R.C. JMI School, Windsor Road, Thornton Heath, Surrey CR4 6HJ. Tel: 01-771 3424. Salary: Scale 1 (P/T post (0.8) Applicants with Catholic teacher Certificate prefered)

Winterbourne Junior Boys School, Winterbourne Road, Thornton Heath, Surrey CR4 7QT. Tel: 01-689 7685. Salary: Scale 1 (Music desirable but not essential).

Application forms and further details obtainable from the Schools. Completed forms should be returned to the relevant Head Teachers. These posts are exempt from LMOSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome.
(19138)

WALTHAM FOREST
SOUTH GROVE PRIMARY SCHOOL
London E17
Required for September, or a.s.a.p. thereafter, Nursery Teacher, Scale 1.
For further details see our advertisement under Nursery Scale 1. (12692) 110022

WARWICKSHIRE
COUNTY COUNCIL

EASTERN AREA EDUCATION OFFICE
Lower Hillmorton Road, Rugby CV21 3TU

CENTRAL AND SOUTHERN AREA EDUCATION OFFICE
22 Northgate Street, Warwick CV34 4SR

Applications are invited from college leavers and experienced and suitably qualified teachers for full-time posts (Scale 1) in FIRST SCHOOLS which may be available from 1st September, 1985.

Apply by letter to the Area Education Officer and include a c.v. and the names and addresses of two professional referees.

Closing date 12th July 1985. (03861) 110022

WEST SUSSEX
ALDINGBOURNE COUNTY PRIMARY SCHOOL
Westergate Street, Chichester PO20 6QR
(Group 4)
Required September 1985, Scale 1 Teacher for this open plan Primary School (5 - 11 years). Applicants should be convinced of the value of work-ind/room first hand experience and a broad based curriculum.
Form and details from Headmistress at school. s.a.e. please. (17498) 110022

WILTSHIRE
ST JOSEPH'S RC PRIMARY SCHOOL
Devizes, Wilts.

Tel: Devizes 3084

Full-time Junior Teacher

Required for Upper Juniors, one term temporary post with possibility of permanent contract.

Letters of application immediately to The Headmaster. s.a.e. please. (08675) 110029

WILTSHIRE

Please see display advertisement on Page 31. (08716) 110022

Remedial and Special Needs Teaching Posts

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
UPLANDS MIDDLE SCHOOL
York Road, Sudbury
(mixed comprehensive 9 - 13, 555 on roll)
Required for September, 1985, teacher on GENERAL SUBJECTS (Scale 1) with particular interests in Children with Special Educational Needs and Mathematics.
Application forms and further details available from the Headmaster at the school (Tel: Sudbury (0787) 72731) to whom they should be returned as soon as possible. (08615) 121022

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
HEATH VIEW MIDDLE SCHOOL
Wakefield
(9 - 13) (377 on roll)
Required September 1985 a Scale 1 teacher. Remedial experience required but please state any other specialisms.
Application forms available, (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned by 17th July, 1985. (08565) 121022

By Subject Classification

Art and Design

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
STOKE-BY-NAYLAND MIDDLE SCHOOL
Stoke-by-Nayland, Colchester
(mixed comprehensive 9 - 13: 535 on roll)
Required from September, 1985 or January, 1986. Teacher of ART and DESIGN (Scale 1) to work within the Second Year Team.
Application forms and further details available from the Headmaster at the school (Tel: Colchester (0206) 262262) to whom they should be returned as soon as possible. (08502) 121922

Mathematics

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
SAMUEL RANSOM COMPREHENSIVE SCHOOL
Rush Green, Romford RM7 0TP
(Roll 1024)
Required for September 1985,
An assistant teacher of Mathematics to join a successful department of work with lower school years 1 - 3. Suitable for teacher with middle school experience. Scale 1 plus £1,058 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headmaster giving full curriculum vitae and the names and addresses of two referees one of whom should be your present or immediate past employer.
An equal opportunity employer. (08515) 123422

SUFFOLK
COUNTY COUNCIL
UPLANDS MIDDLE SCHOOL
York Road, Sudbury
(mixed comprehensive 9 - 13: 555 on roll)
Required from September, 1985, teacher of MATHEMATICS (Scale 1) to teach in the Second Year.
Application forms and further details available from the Headmaster at the school (Tel: Sudbury (0787) 72731) to whom they should be returned as soon as possible. (08565) 121022

Modern Languages

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
STOKE-BY-NAYLAND MIDDLE SCHOOL
Stoke-by-Nayland, Colchester
(mixed comprehensive 9 - 13: 535 on roll)
Required from September, 1985 or January, 1986. Teacher of FRENCH (Scale 1) and possibly General Subjects.
Application forms and further details available from the Headmaster at the school (Tel: Colchester (0206) 262262) to whom they should be returned as soon as possible. (08502) 121922

Music

Scale 2 Posts and above

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
HANSLOPE COUNTY COMBINED SCHOOL
Required from January 1986, or earlier if possible. Teacher. See Middle other than by subject Scale 2. (03082) 123820

NORTHAMPTONSHIRE

MULTICULTURAL EDUCATION SERVICE

The following post(s) are available (subject to Home Office Approval)

MULTICULTURAL CURRICULUM DEVELOPMENT TEACHER - MUSIC (SCALE 3)

A qualified music teacher is required to teach pupils in the middle years; to advise and assist primary and middle school teachers in their understanding and practice of the multicultural perspective in music.

Scale 3. The successful candidate must provide his/her own car and possess a full current driving licence.

Application form and further details available from the County Education Officer (Ref 87/DL), Northampton House, Northampton NN1 4EP on receipt of a stamped addressed envelope. Please quote full post title when applying. Closing date: 19th July 1985. (16356) 123820

WEST SUSSEX
POUND HILL MIDDLE SCHOOL
Crawley Lane, Pound Hill, Crawley, Sussex
Scale 2 teacher required January, 1986 with responsibility for MUSIC throughout the school as well as class teacher responsibility. Well resourced flourishing department.
Details and form from Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex on receipt of s.a.e. (03247) 123920

WIGAN
METROPOLITAN BOROUGH OF WIGAN
WIGAN GIDLOW MIDDLE SCHOOL
Parkbye Street West, Wigan WN5 7PS
Tel: Wigan 35692
10 - 15 mixed
Required for Autumn, 1985, TEMPORARY MUSIC Scale 1.
One year appointment.
Application forms and further particulars available from the Head at the school should be returned as soon as possible. (Stamp, please). Ref. A37. (03965) 123822

Physical Education

Scale 1 Posts

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
FRIZINGHALL MIDDLE SCHOOL
Required for September 1985, or as soon as possible thereafter, in this small multi-ethnic Middle School, a suitably qualified teacher of Physical Education to teach the subject to girls only in the upper half of the school and to mixed groups in the lower half of the school. Some general subjects teaching will also be required of the successful candidate.
This is a permanent Scale 1 post.
Application forms may be obtained from the Directorate Personnel Office, 4th Floor, Provincial Houses, Bradford Street, Bradford BD1 1NF and should be returned to the Headteacher, Frizinghall Middle School, Salisbury Road, Bradford BD9 4HW by 18 July 1985.
Reference ET 76585/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (15779) 124422

SUFFOLK
COUNTY COUNCIL
ST. FELIX MIDDLE SCHOOL
Fordham Road, Newmarket
(mixed comprehensive 9 - 13: 460 on roll)
Required from September, 1985, teacher (Scale 1) to offer BOYS' PHYSICAL EDUCATION and FRENCH.
Application forms and further details available from the Headmaster at the school (Tel: Newmarket (0638) 664433) to whom they should be returned as soon as possible. (08504) 124922

Science

Scale 2 Posts and above

HARROW
EDUCATION COMMITTEE
CANNON LANE MIDDLE SCHOOL
Cannonbury Avenue, Pinner, Middlesex HA5 1QF
Tel: 01-868 7809
An experienced, capable and enthusiastic teacher required for September 1985. The successful candidate in addition to teaching a class will be required to co-ordinate the Science throughout the School. An active interest in Games/French will be an advantage.
Application forms from and to be returned to The Headteacher by 19th July 1985. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER (08607) 124820

Scale 1 Posts

SUFFOLK
COUNTY COUNCIL
UPLANDS MIDDLE SCHOOL
York Road, Sudbury
(mixed comprehensive 9 - 13: 555 on roll)
Required from September, 1985, teacher of SCIENCE (Scale 1) to teach in the Second Year.
Application forms and further details available from the Headmaster at the school (Tel: Sudbury (0787) 72731) to whom they should be returned as soon as possible. (08565) 124822

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
CRIGGLESTONE MIDDLE SCHOOL
Wakefield
(9 - 13) (321 on roll)
Required from 1st September, 1985, FOR ONE YEAR ONLY, a Scale 1 enthusiastic teacher to take responsibility for Upper School Science. The school has good computer facilities. THEREFORE a teacher with AN interest in computers would have an opportunity to develop this area. For further details please contact the Headteacher. Tel: Wakefield 255864.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield to be returned by 17th July, 1985. (08569) 124822

WIGAN
METROPOLITAN BOROUGH OF WIGAN
WIGAN MARUS BRIDGE MIDDLE SCHOOL
Kelvin Grove, Marus Bridge, Wigan WN5 6BP
Tel: 34324
10 - 13 mixed
Required for Autumn, 1985, TEMPORARY SCIENCE Scale 1.
Ability to teach boys games advantageous.
Application forms and further particulars available from the Head at the school should be returned a soonas possible. (S.a.e. please). Ref. A37. (03927) 124822

Other than by Subject Classification

Scale 2 Posts and above

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
HANSLOPE COUNTY COMBINED SCHOOL
Hanslope, Milton Keynes MK19 7BL
Required from January 1986 or earlier if possible, a committed and resourceful teacher to teach in a co-operative way within the 8 - 12 age group. Scale 2.
This post holder will be expected to continue with the musical development within the 5 - 12 age range.
The weekly timetable comprises two days music, three days general teaching. This is challenging and exciting post presenting unusual opportunities.
Previous applicants will be automatically reconsidered.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher. D. Shepherd, B.Ed., M.A. on receipt of a foolscap stamped addressed envelope. (03084) 125620

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
HANSLOPE COUNTY COMBINED SCHOOL
Hanslope, Milton Keynes MK19 7BL
Required from January 1986 or earlier if possible, a resourceful teacher to teach in a co-operative way within the 8 - 12 age group. Scale 2.
This post holder will be expected to continue with the language development within the 8 - 12 age range. The ability to contribute to sporting, environmental activities or French would be an advantage.
Previous applicants will be automatically reconsidered.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms and further details for this challenging post will be available from the Headteacher. D. Shepherd, B.Ed., M.A., on receipt of a foolscap stamped addressed envelope. (03085) 125620

Scale 1 Posts

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
ALEX CAMPBELL COUNTY MIDDLE SCHOOL
Buckingham Road, Bletchley, Milton Keynes MK3 5BN
Required from September 1985, a teacher to take a vertically grouped class of a 9 - 10 year olds (in a module based team of 4 teachers) with a common, shared work space area.
The school is developing an integrated curriculum approach with emphasis on individualised learning programmes.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, A. Riley, giving full curriculum vitae and the names and addresses of two referees. (03079) 125622

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
SPRINGFIELD COUNTY MIDDLE SCHOOL
Springfield Boulevard, Springfield, Milton Keynes MK6 4HW
Required from September 1985, a dedicated and enthusiastic teacher committed to a modern educational approach in the developing community school, to teach vertically grouped, mixed ability class of 9 - 10 year olds or 10 - 12 year olds. Scale 1.
An interest in music would be an advantage.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, P. Freedland, giving full curriculum vitae and the names and addresses of two referees. (03078) 125622

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
BROOKSWARD COUNTY MIDDLE SCHOOL
Tower Drive, Neath Hill, Milton Keynes
Required for the autumn term only, an experienced teacher for a vertically grouped class of either 8 - 10 year olds or 10 - 12 year olds. Scale 1.
Applications by letter to the Headteacher, Mrs. Daniels as soon as possible giving full curriculum vitae and the names and addresses of two referees. (03074) 125622

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
OLNEY COUNTY MIDDLE SCHOOL
Yardley Road, Olney, Bucks. MK46 5EP
Required from September 1985, for one term only, a teacher for an Upper school class but the post will involve some teaching with other age groups. Scale 1.
Apply by letter to the Headteacher, G. Simpson, giving full curriculum vitae and the names and addresses of two referees. (03078) 125622

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
STANTON COUNTY MIDDLE SCHOOL
Fairfax, Bradville, Milton Keynes MK13 7BE
Required from September 1985, a temporary teacher to teach a class of 8 - 10 year olds within this literate way 8 - 12 middle school. Scale 1.
Application forms are available from the Headteacher, S. Reed, on receipt of a foolscap stamped addressed envelope. (03075) 125622

EALING
LONDON BOROUGH OF EDUCATION SERVICE
GREENWOOD MIDDLE SCHOOL
Wood End Way, Northolt UB5 4QG
Required for September 1985 a part time teacher 0.4.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU (Tel: 01-840 1540) to be returned by 19th July 1985. (08535) 125622

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE WINDMILL C.E. MIDDLE SCHOOL
Arsley Kings, Princess Way, Aqueduct-on-Severn, Worcs. DY13 0EL
Required for September, 1985, Assistant Teacher, Scale 1 for this 9 to 13plus Middle School. The successful candidate will be based initially in the first year where he/she would teach general subjects. He/she will be expected to offer expertise in Music and English or Girls' P.E.
For further information please send S.A.E. to the Headmaster. (13518) 125608

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
RAVENSTHORPE CE MIDDLE SCHOOL
Myrtle Road, Ravensthorpe, Dewsbury WF13 3AS
(Ref: 1033)
Required for September 1985, or as soon as possible thereafter, SCALE 1 teacher. The person appointed will be expected to fulfil the many roles of a 'class teacher' and must be aware of and sympathetic towards the special needs existing in a multi-cultural school.
Letters of application giving full curriculum vitae and the names of two referees to the Head Teacher at the school as soon as possible.

RAVENSTHORPE CE MIDDLE SCHOOL
Myrtle Road, Ravensthorpe, Dewsbury WF13 3AS
(Ref: 1034)
Required for the Autumn Term 1985 only a temporary SCALE 1 class teacher. The person appointed will be responsible for a third year class and the ability to coach soccer will be an advantage.
Letters of application giving full curriculum vitae and the names of two referees to the Head Teacher at the school as soon as possible.

RAVENSTHORPE CE MIDDLE SCHOOL
Myrtle Road, Ravensthorpe, Dewsbury WF13 3AS
(Ref: 1035)
Required for the Autumn Term 1985, a temporary SCALE 1 class teacher. The person appointed will be responsible for a third year class and the ability to coach soccer will be an advantage.
Letters of application giving full curriculum vitae and the names of two referees to the Head Teacher at the school as soon as possible.

SURREY
EDUCATION COMMITTEE
ST. CATHERINE'S COUNTY FIRST & MIDDLE SCHOOL
Bletchingley
Scale 1 Middle School teacher required from September 1985 or as soon as possible thereafter.
Candidates able to offer BOYS' PE/CRAFT preferred.
Scale 2 for suitable applicant. Probationers will be considered.
Application forms and further details from Head, Godstone 843537. (08340) 125622

SURREY
EDUCATION COMMITTEE
WEST ASHTEAD CITY FIRST AND MIDDLE SCHOOL
Scale 1 Middle School teacher required for September 1985. Initially for upper year groups. Ability to offer boys games an advantage.
Application forms and further details from the Headteacher, Tel: Ashtead 72052. (08342) 125622

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
CASTLEFORD PARK MIDDLE SCHOOL
(8 - 13) (252 on roll)
Required for September 1985 an enthusiastic and adaptable teacher for a Scale 1 post. Ability to offer music would be helpful.
Application forms available (on receipt of a s.a.e. from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned by 17th July, 1985. (08568) 125622

WEST SUSSEX
GLOSSOPS GREEN JUNIOR SCHOOL
Kildoroigh Road, Gossops Green, Crawley, Sussex
Temporary Scale 1 Teacher required for the Autumn Term to cover for maternity leave for a third year class of 10 - 11 year olds.
Apply Headteacher. (08608) 125622

EXTRA MUSIC

The urgent need for 'now'

Michael Burnett argues for pop music in teacher training

"What's a blue note?" "What's the difference between a riff and an ostinato?" Such questions, posed at a recent workshop by music teachers, well demonstrate the continuing gulf between classical (or art, or serious) music and pop music (incorporating rock and Afro-American), a gulf which the Newsom report deplored in its inimitable fashion so long ago. During the 1960s the problem was manifestly one of quite sudden changes in the aims, intentions and styles of pop music overtaking the capabilities and understanding of the teachers. When I argued "the case for cool music teaching" (*Music in Education*, September 1969) I saw it as a pressing one which demanded an immediate response from those whose who recognized the need to come to terms with what Newsom called "that vigorous popular culture" of which adolescents of the time were so knowledgeable. No doubt in the longer term teacher training courses would be developed with the aim of bridging that gap; in the meantime it was up to the teacher to discover and foster links between the two cultures.

But whatever happened to those courses? What evidence is there now of that rethinking of the training of music teachers which would bring the two cultures together? Precious little, to judge by those questions which teachers so regularly ask.

Which is not to deny that attitudes have changed. Music teachers today are undoubtedly more responsive to the idea of a cross-cultural curriculum than they were 15 years ago; and a recent survey of music students in higher education indicated that over 90 per cent enjoyed listening to some form of pop music, a significantly higher proportion than might have been expected of a group of equivalent students in the early 1970s. In addition there have been developments in the provision of light music and jazz courses in further and, occasionally, higher education. Yet the training of music teachers appears to have changed hardly at all, apart, perhaps, from a superficial acceptance of a theoretical need to consider pop music in a new light.

Indeed, the music department of one respected institute of higher education has so framed its courses that bachelor of education students are denied the opportunity to study *any* form of 20th-century music, let alone pop, jazz or any of those other forms of contemporary music which reflects the diversity of our multi-ethnic society. Such students ultimately enter the teaching profession knowledgeable about *musica ficta* and the cornet-à-pistons but are driven to seek answers to their questions about blue notes and riffs at teachers' workshops.

This kind of situation brings to mind R C Scriven's *Tipsy-Topsy-Turvy-Town*, where "The clocks all go the wrong way round" and everybody goes to bed . . . "the minute that the sun gets up". Of course music teachers should be aware of the richness of the classical music tradition; but what an upside down situation it is when this tradition is taught *at the expense of* a proper understanding of the music which informs and potentially shapes the children in our schools.

What are the reasons for this topsy-turvy situation? The first is that the majority of those training music teachers see themselves as arbiters of taste, perpetuating an historical view of classical music which makes standards readily definable and objectivity theoretically possible. In fact I would suggest that the end product of this approach is that comfortable complacency which imbues so much of the musical thinking at this level, and which has a tendency to retreat into vituperative isolation when some form of confrontation with pop music is unavoidable. "Back to Beethoven" is hardly a brave response to Marley's cry of "Hit me with music. When it hits you feel no pain."

The second reason is closely linked to the first but has an ideological basis. For, given a dominant position in society (ie as a teacher trainer), the committed arbiter of taste will promulgate only those views on the role of culture which coincide with his or her own and thereby help reinforce that position. Thus the perspectives of such a teacher trainer are not merely musical; they are also, as Peter Fletcher would have it, dominated by "the natural anxieties and reactions" of an elite which regards itself as "necessary" and is at pains to fend off any challenge to its authority put forward "in the cause of egalitarianism".

It is, I suggest, for such reasons that [illegible] teaching methodologies have come to assume such importance in the teacher training curricula of this country; for they provide a superficially progressive means of filtering a 20th-century radicalism through a carefully control-

continued

Sound starting points

Sound Ideas. By Merle Chacksfield and Patricia Binns
Pack of six books
1. *Sounds around* 2. *Singing sounds* 3. *Making sounds* 4. *Sounds sense* 5. *Moving to sounds* 6. *Writing sounds*
Oxford University Press £12.50. 0 19 321053 3.

A large part of our time in the primary school classroom is spent encouraging children to discover and try things out for themselves, but as soon as the noise level rises, and a group in the corner begins to bash metal against metal, or to see how loudly they can whistle, the educational ideals fly out of the window, and they are told to "quieten down and get on with it". Rather a contradictory statement, where sound discovery is concerned!

In my travels around primary schools in Oxfordshire, I come across many teachers who feel that they should be "doing more music" but lack confidence to do so. This set of six booklets is packed with sound ideas for the non-specialist teacher; starting points for all who wish to encourage their children to gain basic concepts in music but lack the musical knowledge themselves.

The books deal progressively with a number of concepts: at first, opening the ears, becoming aware of sounds and analysing and describing them; making sounds using the voice, body and sound makers; understanding how and why the sounds are made; responding to sound through movement; and finally, ordering sounds and writing scores.

As a teacher's resource the ideas are non-threatening, enjoyable and open-ended, but the actual wording is aimed at children rather than the teacher on their own. The author's note suggests that the books are suitable for children aged five to eight. I have seen teachers of the youngest children introducing the work with a large group, following the ideas as a whole, and then asking smaller groups to go away and try out further suggestions for themselves.

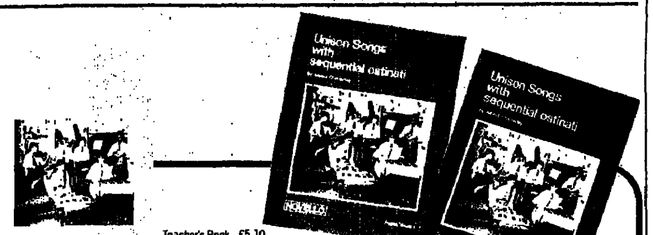
Older children have needed very careful supervision when working experimentally on their own, as there has been a tendency for them to reinforce the wrong concepts among themselves; for example, high/low has been confused with loud/soft. The amount of discussion that arises from the games, experiments and activities is most valuable, especially when monitored by an adult. Ten-year-olds, who had not had much experience in either musical exploration or group work, were stimulated and used the books as starting points, leading off into further original language work and scientific discovery.

The notes to the teacher, which are significant to the use of each book, are most helpful, giving a list of equipment required, and an introduction to the underlying concepts each book sets out to develop. However, they are tucked away on the inside back cover and their relevance could easily be missed.

The last book is the only one which introduces formal notation (apart from a brief reference in an earlier book to crotchet beats and the scale of C). It uses the rhythmic vocabulary of crotchets, quavers, quarter and eight-notes and ta, ta, tadi, and the pitch vocabulary of solfa, capital letters and treble clef staff notation. This amount of information in the space of six pages may be a little daunting, but as a culmination to the work in the previous books it provides a good basis for future formal music work.

A set of books for each infant teacher, and a couple of sets in each junior classroom could provide stimulating work to supplement more formal singing and playing, and help to achieve the objective of the series "to encourage musical confidence . . . to recall by using familiar sounds".

Wendy Reynolds



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The urgent need for 'now'

continued

led net of authority, enhancing that authority in the process. It is all too readily forgotten, however, that, in the case of one of the methodologies, the music being used to perpetuate this present authority sprang originally from the life experiences of long-dead folk-singers and musicians. These musicians formed a healthier kind of élite, similar in broad terms to that of present-day pop musicians. At the time their songs had a relevance which is equivalent to that of pop music today: they sprang from, and related to, real experience. However, in today's classroom, such music must inevitably be distanced from the pupils in time and experience, and through translation.

Likewise, however potent the results of Carl Orff's school teaching experiences in Germany during the 1930s, extracts from his *Schulwerk* often merely serve to convey a sense of musical *déjà-vu*, a reinforcement of that comfortable complacency I mentioned earlier. To paraphrase John Cage, "It is pleasant if you happen to hear them, but it isn't urgent to do so any more". What *is* urgent, though, is that music education should take proper account of today's pop music and of the society from which *it* springs.

I am not, of course, arguing that the bulk of music education in this context is meaningless, or that classical music does not have the potential to enrich the lives of us all; such an argument, if carried to its logical conclusion, would result in the musical equivalent of throwing out the baby with the bath water. Rather, my point is that a music teacher training system which is dominated by those whose methods, materials and ideas derive solely from classical music is not capable of producing teachers who can successfully communicate that potential within today's society.

What is needed is a fundamental changed in teacher training, a displacement at the centre of the curriculum of a substantial part of the "then" in favour of the "now". This should involve, first, a reexamination of what is done and of the reasons for doing it; and, second, a reassessment of the teacher trainers themselves, concentrating on their capabilities *vis-à-vis* such a curriculum.

It is significant, in relation to the latter point, that recent school teaching experience is presently being required of those involved in teacher training. This requirement often results in the making of *ad hoc* arrangements whereby lecturers go into a school of their choice once or twice a week to "keep in touch". The value of such an exercise is questionable; indeed, some would argue that it is at best little more than a superficial form of window-dressing, designed more to keep the inspectors happy than to achieve positive and lasting results. However, the exercise should surely be the more seriously questioned when it results in music education lecturers entering classrooms for the first time in what may be decades unmindful of the changes in the music and culture of those they are to teach. For such teacher trainers a night at Hammersmith Odeon is more *urgently* needed than a night at Covent Garden, an experience of the "now" in Chaka Khan's music more essential than a reinforcement of the "then" in an opera by Mozart.

It is only in this way that music education lecturers will become equipped to meet the fundamental challenge which faces them, that of, as Pamela O'Gorman says, "divorcing music from its class and colour connotations and reaching the heart of the music in terms of human expression and human aspiration". It is only thus that they can hope to meet the needs of today's students, teachers and pupils in school. Can this really be too much to ask?

Michael Burnett is senior lecturer in music at Southlands College, Roehampton Institute of Higher Education.

At the double

Jenny Gilbert on the Mini-Bass Project

The double bass has always been the poor relation of an otherwise glamorous string family, rarely getting the limelight or even a good tune. Its disadvantages loom large: not least the expense (upwards of £700 for a reasonable school model) and the miserable weight to lug about.

It's also physically hard to play, although in the early stages it can yield quick rewards – perhaps because a gravelly bottom G played flat is less painful than the violin's toppy version. But this in itself has encouraged the unfortunate assumption that the instrument is particularly suited to students who are large, unintelligent, or who have failed to master anything else. Little wonder that despite a constant demand for good bass players in both classical and jazz groups, professional and amateur, the instrument's PR has always been poor.

The interest shown by specialist music courses has been scant. ILEA's Tower Hamlets scheme, where all children are taught a stringed instrument as part of the curriculum, has so far kept to violin and cello. Even the crème de la crème at the Yehudi Menuhin School are denied bass as a serious first study, taught by a professional bassist. In local authorities specialist teachers are like gold-dust, often travelling hundreds of miles a week to

Caroline Emery's pupils at the Mini-Bass Club

reach far-flung pupils. And in the logical, democratic way of things, when the cuts come, the least popular study will be the first to go.

Very often cello teachers offer bass tuition too, a practice frowned upon by many specialists. Rodney Slatford, busy freelance performer and professor of double bass at the Royal College of Music, is dismayed by the trend. "If tuition on the violin were to be entrusted to cellists I'm sure the outcry would soon reach a fortissimo. It's unthinkable. But the buss has an age-old reputation for muddling through."

Rodney Slatford and his RCM colleagues have to listen to the results of the muddle every year when school-leavers audition for music college places. "The standards are often appalling. While candidates for violin can usually dash off a Mozart concerto or unaccompanied Bach, the bass players often haven't even reached Grade 8. Bassists who are advanced at the age of 18 are rare – the best began when they were quite young."

It was this last observation that prompted Mr Slatford to act. If the Suzuki method could start three and four-year-olds on 9" fiddles, and proffer under-sized cellos to children of six, why not scale down the double bass so that a seven-year-old could tackle it? Minature models have been crafted in the past, but are now rare and mostly highly-prized antiques. The new mini-bass would have to be mass-produced and cheap.

Initial enquiries round British manufacturers and dealers drew a blank ("There's no demand"). The French and Germans were more forthcoming but their prices were sky-high. It was an instrument maker in Rumania who finally turned up trumps, producing a quarter-sized bass to Slatford's specifications at a very reasonable price. Curiously, when the prototype arrived from Rumania – by train and boat – it was found to have been punctured in the back leaving a small neat hole. Rattling loose inside was a small neat bullet. The hole has been patched up, but no-one to this day knows how it got there.

Early this year the first consignment arrived (without perforations); 35 humanoid bundles which had to be housed for some time in Rodney Slatford's drawing room before being despatched from a school in South London. In order to administer what has come to be known as the "Mini-Bass Project", Slatford and a handful of like-minded colleagues set up the charitable Yorke Trust, which now attracts funds from the Gulbenkian Foundation. Their aim was to promote the bass from every aspect – training specialists to teach it, publishing music to play on it, and supplying mini-kits to young players at cost price.

For £350 you get a handsome instrument strung with top-class strings (which they say makes all the difference), a stubby little bow, a wooden stool to sit on (which encourages a healthy playing posture), a curious strip of pierced wood to prevent the spike from slipping, and a padded carrying case. No-one at this end makes any profit.

Around 40 kits are now in the hands of eager seven to ten-year-olds around the country, under the eye of Yorke Trust teachers. Their problem is now less one of whipping up enthusiasm than of keeping it on the boil. There are long waiting lists for the next consignment of instruments, and the wait is likely to be long. Only the other day the Trust was told that the new East German order had fallen through. There's a ready-made market for a British manufacturer if the right price can be offered. The ILEA and other authorities have put in orders, and the Royal College of Music is to start a mini-bass course for beginners on Saturday mornings.

Caroline Emery in Surrey has 35 pupils (many of them sharing a mini-bass at school) and in the nine months since the start of the scheme not one has dropped out. Many have made remarkable progress, with entries for Grades 2 and 3 this term. Tuition is loosely based on aspects of Suzuki and the American Rolland systems of string teaching, with a good dose of Alexander Technique thrown in. Bass players can suffer bad neck and back problems if posture isn't constantly checked, and with such young bodies this is a serious consideration.

Once a fortnight 10 of Mrs Emery's local pupils gather for Mini-Bass Club. "It gives them self-respect" says their teacher. "Bass players in the past have been so isolated. These kids are really proud of what they're doing, and feel they're the pioneers." There is certainly a clannish spirit there, and a lot of good-natured rivalry as to who can play the best in tune (commendable) or with the most volume. The room positively thundered when all 10 boys played "Dance of the Dinosaurs" at full pelt.

Asked if there were any reason why the Club should be all boys, the response came promptly, from all corners. "This is our kind of instrument. . . Girls like higher, neater things like the flute." Now where on earth can they have picked that up?

The Bottom Line. New prospects for teaching and learning the double bass. By Rodney Slatford and Stephen Petit. Calouste Gulbenkian Foundation £2.35 (incl. p&p). 0 903319 32 3.

The report, published to coincide with Manchester Bass Week at the Royal Northern College, reports on the difficulties in encouraging young people to play the double bass and proposes some remedies. It recommends that children should begin at an early age on specially designed small basses. Its advice on instruments, literature and music will be interesting to parents as well as music teachers and l.e.a.s.

Philippa Davidson

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Cello Concerto No. 1 in A Minor (mov) — Saint-Saëns

WOKING CHAMBER ORCHESTRA
Conductor: Robert Ault
Soloist: Lucy Parham
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After the Bible, what?

Gerald Haigh considers cantatas for schools

In the beginning, you might say, there was *The Daniel Jazz*. This cantata for schools in popular style by Herbert Chappell has a strong claim to being first in the field. Written in 1963 to an existing poem by Vachel Lindsay, "Daniel" arrived at a time when much of the music written for schools was created by people who perceived children as amusing little beggars with a liking for skipping, jumping and gaily marching along. Small wonder that Chappell's work was not only successful in its own right but became an archetype for a whole genre. At the request of Novello, the publishers of "Daniel", there followed soon after Michael Hurd's *Jonah-Man Jazz*. For my money this is still the best of the bunch – partly I confess, because of my own fond memories of a performance I conducted which was accompanied by a professional jazz pianist. Taciturn and slightly alarming in manner, this gentleman punched out ten-fingered versions of Hurd's chords in a way which galvanized the choir into surpassing themselves.

As a musical form, the cantata has proved itself convenient for schools. The task of learning linked songs which unfold a developing narrative presents a worthwhile challenge, and at the usual length of fifteen to thirty minutes, not only is the task manageable, but the finished product makes a good focal point for a school concert.

Given the popularity of the genre and the demand for more examples, it is not surprising that the Biblical seam was mined to exhaustion in the 1960s and 1970s. Well known Old Testament stories are, after all, finite in number. Novello gave us *Captain Noah and his Floating Zoo* by Joseph Horowitz and Michael Flanders, and also Lloyd Webber's *Joseph and His Amazing Technicolour Dream Coat*. After that, somehow, the stories seemed more difficult to find. Interestingly, the New Testament has remained almost untouched by cantata composers – perhaps because of the feeling which seems to afflict those who rarely read it that the Bible is all very well until it starts to get religious.

The one exception to this generalized feeling of reserve lies in the Nativity story which continues to inspire a steady stream of music of all possible kinds. There are to my knowledge two cantatas with the title of *A Christmas Jazz*. One is by Herbert Chappell, published by Chappell. The other is by Kenneth Cartwright and published by Boosey and Hawkes. Cartwright's is, I think, the better one of the two, though it has a demanding accompaniment and those wishing for a good standard of performance had better start looking for a wild-eyed jazz pianist of their own – preferably one who will bring along a lugubrious bass player and a very self-confident drummer with a small moustache.

After the Bible, what? Michael Hurd wrote *Pilgrim*, a setting of *Pilgrim's Progress*. This was a commissioned work and he admits to having found it difficult to construct a unified dramatic piece out of what is essentially an episodic story. The apparent simplicity of the cantata form does in fact hide the very real problem which composer and author face in building and projecting a real story, with tension and natural progression, using only the medium of a static group of singers. Once you start looking for stories, there are plenty around. Oxford University Press have published a version of *Daedalus and Icarus* by Robert Long as well as *The Jackdaw of Rheims* by Frank French, and a look in a good music shop will show how thoroughly the ground has been tilled with results which range all the way from bad to excellent.

As to style, Novello continued to press on with the jazz-pop idiom, which, as it is not really jazz and is certainly not pop in the "Whistle Test" sense, actually turns out to be a light and rhythmic melange unlike anything except itself. Hurd's latest is *Adam in Eden*. The tone which Michael Hurd and Herbert Chappell have adopted is very appealing and undoubtedly motivates many otherwise unwilling pupils. Hurd sees this winning over of non-musical children and teenagers as an important aspect of his work in this field, and he cherishes letters from all over the world which tell of successes.

The jazz-pop cantata is not without its problems, though. For one thing it really does need to be written well if it is not to sound derivative and banal, and not all composers are Michael Hurd or Kenneth Cartwright. It is also a good idea for swinging music to be performed by a teacher who understands it. There are some very un-hep music teachers, alas, and you sometimes hear performances of "Jonah" or "Daniel" which put you in mind of nothing so much as the Prince of Wales breakdancing.

OUP have never wedded themselves to the jazz-pop style. John Bryan, for instance, has written for them two pieces, *Rip Van Winkle* and *The Selfish Giant*, which are lively, rhythmic and decidedly straightforward. Bryan is a talented cantata composer. His words and rhymes are good and unforced, and his music consists of pleasant tunes underpinned by simple piano accompaniment. Bryan has that ability to turn out lots and lots of felicitous and singable tunes which used to be the hallmark of the good light musical comedy composer in an earlier and less complicated age.

The Selfish Giant is an Oscar Wilde story, and Veronica Bennetts also goes to Wilde for her *The Happy Prince*, published by Blackwell. This is a musical play rather than a cantata, though it offers the option of concert performance and is quite suitable for it. This is a musical piece, if a bit too clever for its own good at times. I remain unconvinced by the introduction of punk rockers, particularly when they sing "Shwadi-wadi-wadi-wa," which I do not think anyone has uttered since 1956.

There will always be a place for a good cantata. Arguably, though, there are progressive forces at work in schools which make other forms easily possible. At secondary level it is becoming increasingly common for music, drama and movement teachers to work together, and the single subject specialist music teacher is a rarer bird in junior schools than was the case 20 years ago. Many good school and youth choirs, too, are becoming conscious of the need to do more than just stand there and sing. There is a place, therefore, for the good dramatic musical, provided that it provides enough flexibility for the interpolation of homegrown material and ideas. Macmillan's Musicals help to fill this gap, and the two which I have seen – Geoffrey Brace's *All Aboard* and Peter Horton's *Ossie and the Thwartz* are of excellent quality and very imaginatively presented. A secondary school looking for something which will give the producer some elbow room would do well to look at them.

One thing I do find sadly lacking, though, is anything from any publisher which is really avant-garde and improvisatory. C major chords and pretty tunes are all very well, but after a while I began to long for black wavy lines and exhortations to whistle and call out the telephone number of the Co-op. Children will gleefully respond to this kind of thing. Is no-one doing it?

The Daniel Jazz by Herbert Chappell Novello £1.30
Jonah-Man Jazz by Michael Hurd Novello £1.30
Captain Noah and his Floating Zoo by Horowitz and Flanders Novello £2.15 (SATB version £3.20)
Joseph and His Amazing Technicolour Dream Coat by Tim Rice and Andrew Lloyd Webber Novello £5.80 (abridged version £2.00)
A Christmas Jazz by Herbert Chappell Chappell £2.25
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The Happy Prince by Veronica Bennetts Blackwell £3.95
All Aboard by Geoffrey Brace Macmillan £5.95 (Pupil's Book £2.95)
Ossie and the Thwartz by Peter Horton Macmillan £4.95 (Pupil's Book £2.60)

Gerald Haigh is headmaster of Henry Bellairs C E Middle School, Nuneaton

Dickensian package

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Project resource book, Cassette and Piano score £12. Project books £1.50 each. Score £7.00. Duration 30 min. Available from Cosmophon Music, Dormer Cottage, Goathurst Common, Ide Hill, Sevenoaks, Kent.

The early childhood memories of the eminent Victorian novelist are told with poetic licence in 14 songs and the occasional instrumental interlude. The tunes are pleasant enough although they would probably sound more effective with an orchestral or small ensemble accompaniment than with a piano on its own. A little more rhythmic variety, such as has been attempted in "Deprived" and "The Music Box", would have been welcome. This cantata would need a music specialist to exploit the accompaniment ideas to their full potential. However, a virtue of the package is that it could be used by the teacher with minimal musical expertise, since the cassette contains the songs and piano accompaniment, and many of the songs also have a simple classroom percussion part as well. The Project book gives background historical information, illustrations to be coloured (a little amateurish), art and craft suggestions, and opportunities for further research. *Young Dickens* has a distinctly local flavour but despite this would be worth investigation as it demonstrates admirably that where there is a will to integrate music into the curriculum there can also be a way.

P D

Young Dickens was recently performed in Rochester Cathedral by third-year pupils at St Anne's R C Primary School, Orpington, Kent.

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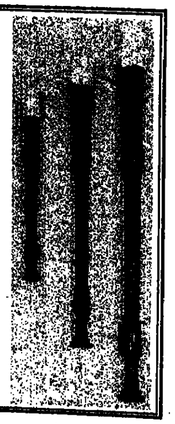

The choice is ours . . .

Phil Ellis on the role of new technology in music

"At present, I think we are still more in love with the latest radio machine for the power it gives us to twiddle the knobs and get anything and anywhere, rather than for the tremendous possibilities it offers to enrich our everyday lives."

So wrote Michael Tippett in *Moving into Aquarius* in 1943. Forty years later, in 1985, whether we like it or not, the new technology is here to stay. It has made considerable differences to our lives already, and these differences are going to become even more significant. Our response to this situation is important. Putting our heads in the sand is obviously not the answer. Tastes change with time, and what was once new and hence "difficult" often turns out to be valuable when viewed in retrospect.

Electronics – echo units, tape recorders, synthesizers, etc – have been with us for a number of years, but their potential for use within the music curriculum has yet to be fully realized and implemented. The computer is a new medium and evaluation is consequently difficult. To judge the value of a book is comparatively easy. Books have been around for a long time and so there are perceived ways of writing good ones. With computer programmes it is not always so easy to discover what are inherently good or bad programmes. No teacher would choose a book simply because of its glossy cover or good quality print, but can the same be said for the computer programme, or even the computer? Many programmers are concerned more with the quality of their programming skills than with the educational potential of their programmes. If the graphics are good, if the programme doesn't "crash out" – come to a full stop if an unexpected key is pressed or answer given – if it is entertaining and colourful and has some catchy sounds as well then it must somehow be "good". In order to sell a programme, must it be gimmicky?

Many teachers seem anxious to use the computer in their music lessons – perhaps just "because it is there", or "because it's new and everyone else is using one" rather than for its intrinsic value to music education. The computer has been hurriedly introduced to the classrooms, and without good software it can be positively harmful.

The same is true of analogue electronics (non-digital, not computer-based – tape recorders, etc). There seems no point in trying to use this equipment to do what has been successfully done to date, merely for the sake of novelty. Analogue and digital music equipment is expensive, and unless it can offer something important and valuable which contributes positively to a music education curriculum there seems to be no justification for spending either time or money on it.

Mechanical and repetitive tasks are ideally suited to computers – they might overheat but they won't run out of patience! There is a move towards using computers to teach some aspects of the traditional music curriculum: aural training including pitch discrimination, rhythm reading and writing,

(graded tests for the Associated Board series of examinations have been computerized), analysis, melody writing, aspects of harmony, even composition! There is much to question here, as the *application* of computers to music education is in its infancy and there has not been much time for evaluation. At present such programmes seem to be placing aspects of music in a completely unmusical context! What is less contentious is the fact that most computers have very rudimentary inbuilt sound chips. To exploit the resultant poor quality sound, often out of tune, for musical purposes is a contradiction in terms! However, there are currently available high-quality computer-synthesizers that lie within the budgets of most schools. The Yamaha CX5M is a fairly sophisticated computer-synthesizer which costs around £600. If you have access to a BBC computer, then the Music 500 system turns this into a computer-synthesizer for less than £200.

The new range of keyboards – Casio, Yamaha, etc – are microprocessor based and, even though they don't look like it, are effectively computers, although they will only do a small number of things. They will usually play a different number of "instrumental" sounds and provide a variety of rhythm accompaniments; some also have an in-built memory so that what has just been played can be replayed, but beyond this there is little freedom for individual choice. The manufacturers decide on the sounds and rhythm patterns, and the whole concept seems to be based on superficial attraction. Making it easy to play chordal accompaniments to tunes with a rhythm may be "fun" for a few minutes, but then what?

During a recent early morning visit to a primary school, a basic synthesizer was being introduced to a group of 10-year-old children. Their initial responses were reflected in comments such as "My keyboard at home plays drum rhythms" and "Will it sound like a violin?". Two hours later, having put together a short atmospheric piece for which they had explored and created their own timbres and sound sequences, there were no doubts in the minds of pupils or teachers about the potential of this new medium. The excitement generated from this very simple introduction had spread around the school by lunchtime. The creative arts programme in the school, already flourishing, will be given a new dimension in the future!

So the analogue synthesizer allows the user to decide how the keyboard will sound. It may sound like a sitar, or the sea; it may be bell-like at one end and completely different at the other; it may have a lot of reverberation at one end and none at the other, or the keyboard may timbrally change a sound progressively over its length or affect the spatial location of sound. The limitations lie more with the user than with the equipment. It allows as much freedom as is desired.

With many of the "new" keyboards we are back with the same problem as with the computer. Potentially computers and keyboards are immensely powerful and versatile instruments, but being stuck with an unsuitable programme could equally inhibit activity. Thus they will place constraints on musical thinking and experience rather than create greater opportunities for imaginative exploration and expression. The synthesizer offers wider potential for aesthetic experience for ALL pupils.

Contemporary music education has moved towards the development of group work, allowing pupils to explore and express through the medium of sound rather than symbol, not in predetermined ways or styles, but freely and individually. If applied in an appropriate way micro-electronics can enable anyone to make personal and hence valuable musical statements of a high quality in a variety of ways without a knowledge of "musical literacy". Nor does it demand the hundreds of hours solitary practice needed to acquire a traditional instrumental technique. New technology can provide new avenues and challenges for the skilled instrumentalist whilst giving some musical freedom to those for whom traditional skills do not come easily. A particularly exciting development is in the area of children with special needs, where some quite remarkable results are being achieved through the use of electronic technology and music.

New technology can make an incredibly positive contribution to the experience of music across the curriculum. It is the way in which it is used, the context in which it is placed, which will result either in music education moving forward in exciting new directions, or in being put back by many years. The choice is ours. . .

Phil Ellis lectures at Huddersfield Polytechnic

Through the classroom window

Music in Practice. Edited by Paul Farmer
Oxford University Press £5.50. 0 19 321094 0

Teachers are often criticized for their preoccupation with lesson content. In view of the rapid turnover of classes, the inadequate provision for lesson preparation and the usual classroom isolation in which teachers work, it is not surprising that the main focus sometimes becomes "what can I teach today?" In *Music in Practice* Paul Farmer has recognized the need for an ideas resource book aimed at the often turbulent lower years of secondary school.

The book's eleven topics offer a comprehensive collection of ways into music-making, based on the interests and expertise of the different contributors, all of whom are practising teachers. The topics, divided into several related themes for easy reference, cover suggestions for practical work in the classroom and are supplemented by bibliographies, lists of relevant resources, musical examples and in some cases, discographies.

Current approaches to teaching music such as improvisation and composing are covered in the book in Trevor Davies' "Music in an Inner City School", Grenville Hancox's "Practical Improvisation", Phil Ellis' "Water Music" and Joan Arnold's "Music and Integrated Arts Studies". Two topics, "Indian Music" and "Recording and Electronics in the Classroom", are particularly interesting. Leela Floyd provides useful starting material for those wishing to introduce Indian music to the classroom, while Peter West outlines the imaginative concept of a sound resources centre.

Music in Practice is not always, as Farmer claims, "a source of new ideas" and his aim to avoid a "traditional" or "creative" bias is not achieved in all contributions. Brian Dennis' "rhythm grids" in "Ideas for Rhythm" are little more than conventional sight-reading exercises, while Tony Attwood treats pop music as a means of exploring theory and notation. In the end, *Music in Practice* offers an insight into a variety of music-making methods and is readable and informative. It is a window through which the classrooms of other teachers can be observed.

Gillian Wills

Positive images

Aelwyn Pugh on women in music

In the last "Music Extra", Geoffrey Brace argued that school music was becoming "an almost exclusively female pursuit" in which boys were increasingly reluctant to participate. There is considerable foundation for this and for the further claim that the situation is complicated by the musical establishment's tendency to ignore it. However, an equally difficult and neglected problem is that of the wastage of musical talent which occurs when girls progress to adult life. Several studies have shown that, at school, girls tend to have more positive attitudes than boys to music; a better record for performance and listening; and a higher success rate at all examination levels in the subject. As adults, they continue to be the mainstay of amateur choirs and orchestras and easily outnumber men in the average concert audience. Yet, in virtually every branch of *professional* music-making, they play a very subordinate role.

Of the 1,763 instrumentalists listed in the current *British Music Yearbook*, only 30 per cent are women. Most of these are harpists, pianists, string and woodwind players but it is only in the harp section that they actually outnumber men. Elsewhere they have only a small representation. Similar patterns have emerged from other studies, suggesting that there are factors which not only limit women's general performance opportunities but which further restrict them to a few "appropriate" areas of activity.

Since instrumental performance is a major forcing ground for conductors and composers, it is hardly surprising that women should be a minority in their ranks too. No more than 9 of 155 orchestras included in the *British Music Yearbook* have female conductors and women account for only two of the freelance conductors and choral directors listed. As for composition, only four per cent of the works which received a first British concert or broadcast performance in 1983–84 were by women. Despite their small number, these embrace a considerable variety of styles and genres, ranging from fairly conventional chamber compositions such as Diana Burrell's "Sonata" and Erika Fox's "Kaleidoscope" to the larger scale "Symphony" by Minna Keal and "Parrilex" for computer tape by Debbie Wiseman. To judge from these examples, lack of talent or versatility certainly does not account for women's low representation in this field.

The situation is no better in the world of church music. Of the 64 leading Anglican cathedral and collegiate churches in the UK, not one has a women organist. Apart from a brief experiment by St Edmundsbury, Suffolk, our cathedral choirs continue to be exclusively male. Similarly, institutions such as King's College Cambridge and Magdalen College Oxford, which have admitted women undergraduates for over a decade, still have no female choristers.

Apart from opera, the only branch of music where women are consistently in evidence is that of teaching. But here again the situation is far from ideal. Although women form the majority of the country's music teachers, few become heads of department and even fewer progress beyond that. (They account for only nine per cent of i.e.a. music advisers, for example.) At tertiary level the imbalance is even greater, with all university departments and colleges of music being headed by men.

Given that such a situation is unsatisfactory, how might it be improved and what contribution could teachers make to the process? It would be naive to expect any one group to solve a problem which has a long history, a multiplicity of causes and which is as much a reflection of the status accorded to women in society in general as of specific factors at work within the music profession. However, there are certain strategies which might help.

First there is a need to improve girls' self-image with relation to music. One way of doing so would be to revise the teaching of music history in order to highlight women's contribution to the art. Thus pupils would be given the opportunity, for example, to become as familiar with the madrigals of Maddalena Casulana, the concertante works of Raffaella Aleotti and the operas of Maria Agnesi as with male composers' works in those genres.

Teachers could spearhead such reforms through their own course planning and by exerting pressure on examination boards to revise syllabuses and reformulate assessment criteria to reflect the new emphasis. At present, the teaching materials necessary to support such a move are virtually non-existent. Teachers could compensate for this, to a certain extent, by designing their own tapes, slides and videos and by editing and arranging their own performance editions. Collaborative ventures along these lines could lead to the establishment of pools of resources, to service several schools within a region. The identification of a potential market of this type might eventually encourage commercial companies to extend their provision in this area. On a wider scale, it could even spur record companies and concert agencies to pay more attention to the works of women composers. The numerous research initiatives necessary to service such developments would be a further important bonus.

The positive role models provided for girls need not be confined to the past nor to composition. Pupils should also be made aware of women's contribution to various aspects of the contemporary musical scene. For example, they should be as familiar with the work of Jane Glover, Gillian Weir and Atarah Ben Tovim as with that of Simon Rattle, Simon Preston and James Galway.

The responsibility for this should not rest entirely with the music staff of a school but should be shared by careers advisers. Together they need to ensure that girls are made aware of the full range of careers available within the music profession and see them all as potential openings for themselves. Unfortunately, the relevant literature currently available rarely supports this. For example, the MSC's pamphlet, "Choice of careers 101 : Music", reinforces many of the traditional stereotypes. Women tend to be shown in various teaching roles and – apart from a photograph of the WRAC band – are seen playing traditional "feminine" instruments. Most tellingly, they are entirely absent from any illustrations of the musical technology, retailing, broadcasting and recording industries. One hopes that the careers information booklet presently being prepared by the Music Advisers' National Association will present a more balanced view. Failing this, a more radical publication might be necessary, along the lines of the literature produced by the Equal Opportunities Commission to support its "Women into Science and Engineering" campaign.

Obviously, it is not only this type of material which needs to be scrutinized for counter-productive messages but all literature relating to music. Individual teachers also need to examine their own assumptions critically and be highly sensitive to the "hidden curriculum" to which they contribute.

However, none of these initiatives will have much impact if women teachers continue to occupy subservient positions in their professions. Pressure must therefore be brought on appointing committees to redress the balance, through policies of positive discrimination.

The few strategies suggested here are unlikely to be easy to implement. But the effort must be made, otherwise women will never gain a fair representation in the professional musical world. Instead they will continue to be hampered and discouraged by the kind of bias which led one *Times* columnist to claim that: "Men compose symphonies; women compose babies".

Aelwyn Pugh teaches at Sunderland Polytechnic.

Beyond the dictionary

The Oxford Music Picture Word Book by Sarah Williams
Oxford University Press £6.95.net 0 19 311329 5

A vast amount of information and inspiration is packed into 64 pages of what looks, at first glance, just like another dictionary for children. I would encourage teachers to look through the last three parts of this book before they put it in the "encyclopaedia" section of the library.

The first part is a collection of words pertaining to music in a very wide sense, each illustrated and described simply. Thereafter there are suggestions for music-making in unconventional ways, such as developing sound pictures and using language with sound both of which are ideas that could provide the basis for practical group work. There are illustrations of music-making and dance around the world, including of groups, bands and instruments of every shape, size and derivation. These certainly aid recognition and identification. The composers listed are identified by nationality on a colour chart and map, by name and date, and by one particular piece or type of music which children are likely to have heard and enjoyed.

This book would surely encourage any child with the slightest interest in music to delve further into practical music-making and into the vast area of musical appreciation.

Wendy Reynolds

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Star-crossed lovers and the spidery curse of a dead king's tomb make up the plot of "The Black Spider", a 78 minute opera by Judith Weir commissioned by Kent Opera and tailor-made for performance in the crypt of Canterbury Cathedral by pupils of the Frank Hooker Secondary School, Canterbury. Kent Opera provided the music, lighting and design advice, a producer and an appropriate voice for the evil count, as part of their continuing introduction to the Opera programme. The school, from its headmaster down provided the rest, to produce a thoroughly professional performance. Kent hope that other schools will try the "Spider" and to this end the opera will provide the finale to the Kent music teachers' annual INSET week in July.

But no one plays the piano . . .

Leonora Davies defines the role of the specialist in primary music

Yehudi Menuhin recently declared that "every school anywhere in the world should begin with singing and dancing". What a wonderful idea. If a "balanced" musical diet is to be achieved, however, the timetable must include other activities besides singing. It is vital that children also have access to instruments and the opportunity to create and recreate music through a variety of experiences. Most important of all, if we are concerned with the musical quality of their endeavours, pupils should be encouraged at all times to make musical judgements and assessments of their own.

A balanced diet of singing, dancing and instrumental activity? "An impossible dream", a "nice if you've got the specialist teacher" theory, I hear you say. I disagree with such defeatist attitudes, despite the economic climate and government guidelines on curriculum content. Yet how many of our Primary schools do have singing, dancing and instrumental work of the kind suggested as part of their normal curriculum, on offer to *all* their pupils? What is the state of play?

Let me first begin by stripping away the "shop window" musical events such as concerts and open day functions. These events, though often highly rated by head teachers, governors and parents, may not honestly reflect an on-going musical experience, partaken by 100 per cent of the pupils. Nor am I concerned here with any specialist instrumental input which heads may "buy" into their schools as an opportunity for some pupils.

Let us look briefly at four possible case studies.

School A has a visiting music specialist who comes into school every Wednesday and takes every class for half an hour of music. The class teacher is glad of the free time that this affords her/him. There is no follow-up.

School B is lucky enough to have a Music cost holder, but he/she is also a class teacher. In theory he/she is released from class teaching on Thursday morning and Friday afternoon to take every class in the school for music. She/he takes lunch time recorder groups and carries the full responsibility for any "shop window" or other performance events. After all, she can play the piano. General class teacher involvement varies from person to person.

School C has an enthusiastic head who is lucky enough to have an equally enthusiastic, imaginative and hard-working team of teaching staff. They hold curriculum-planning staff meetings and try to effect a "balanced" curriculum. No-one would own to having any particular musical expertise or instrumental skill, but all pupils engage in a variety of musical activities, both teacher-directed and pupil-initiated.

School D has no music-making activities at all because there is no one who plays the piano.

Do any of these hypothetical case studies describe situations which readers either partially or totally recognize? Even in schools where music activities do take place they are often isolated and divorced from the rest of the curriculum. Specialism would sometimes appear to work against a general music education.

What positive course of action can we take as a profession, to ensure that music-making is regarded as the norm rather than the exception for all primary school pupils? Unless we address ourselves urgently to this problem then curriculum music will take place in an even more spasmodic and haphazard way than it does already. There are of course a number of historical reasons and excuses for this state of affairs. We need to break into the "vicious circle" syndrome that Gulbenkian talks about and attack the circle at every segment.

"Many classroom teachers, perhaps because of their own ineffective music education, actively shun musical involvement with their classes due to a deep seated insecurity and lack of confidence." (*Music Consultancy in Primary Schools*, Dr A Kemp. SMA Bulletin)

We need to look carefully at the initial teacher training programme. Do all trainee teachers have some experience in music and the other arts subjects? How are they helped to understand the learning and developmental processes in young children which relate particularly to the arts? These are crucial questions to which all training establishments need to address themselves. We need to look afresh at ways of using and developing existing opportunities and expertise amongst our teachers. In my experience, all teachers, some with careful and gentle persuasion, are capable of providing activities for pupils which are fundamental to more advanced musical work. Sometimes class teachers are not aware of the potential of these activities and do not regard them as appropriate to music-making. It is vital that the natural enthusiasm, imagination and creative delight of our Primary pupils is acknowledged and facilitated in every area of the curriculum by the class teachers who best know the abilities, backgrounds and enthusiasms of their children. If music-activities take place in this kind of environment then they will be perceived by children as "an inherent aspect of everyday life".

However, we must also acknowledge that there is a sticking point beyond which even the most gifted non-specialist cannot guide her/his pupils. Certain areas of music-making necessitate musical skills and a musical awareness on the part of the facilitator. In order to help children develop a musical awareness and a capacity to make musical judgements and assessments, teachers must themselves have musical ability. Those who are fortunate enough to have had a more specialist form of music education must influence and inspire colleagues. The role of specialists in a school or within a group of schools must now be regarded as one of "consultancy", of sharing and guiding rather than being possessive and precious about their subject. Together, the willing, enthusiastic class teacher and the specialist as "consultant" might be able to bridge a crucial sticking point.

During the last four years the Music Education Centre at the University of Reading has organized a course which aims to do just this. The course has now been extended to four full weeks spread out through the Spring and Summer Terms. There are places for 40 applicants, and since competition for places is fierce, one of the undertakings stipulated by the course director Dr Anthony Kemp is that head teachers must make a commitment both during the course and subsequently to operate a "consultancy" within their school. During the period of the course there are meetings organized for the head teachers of participating schools, to enable them to discuss with the course tutors ways in which the specialist consultants might be used to best advantage. These meetings also cover other important managerial aspects which may affect teacher liaison within schools.

Although the course offers participants an opportunity to extend their own knowledge and experience, it is vitally important that the specialists perceive the content in terms of the needs of the classroom teachers and their pupils. This approach helps specialists to examine the essential elements of a music curriculum and to consider a package of principles and the underlying rationale as well as material and resources. They must examine their own teaching in respect of communication skills both with their colleagues and the pupils. The nature of this kind of communication requires sensitivity, insight, diplomacy, imagination and musical skill on the part of the consultant.

Encouraging specialists to teach music not only from their own point of view but through that of their non-specialist colleagues often bring about quite a shift in attitudes. A music curriculum or curriculum guidelines based on the abilities and enthusiasms of the specialist consultant will not be appropriate in these circumstances. The consultants should develop a set of personal guidelines into which a whole variety of approaches, activities and materials will fit.

The principle of consultancy does not need to be confined to one school. Given the present economic climate it could be quite conceivable that two or three working together might share the resources of a specialist consultant. The schools might join together for a performance and even expand their music-making into the community. In this way we could demonstrate to children and their parents that music is not an extra, for special kinds of people, but an inherent part of everyday life and something to be enjoyed by everybody.

Leonora Davies is an ILEA music co-ordinator. The views expressed here are her own and are not necessarily those of the education authority for whom she works.

Wake up at the top!

Michael Garrick states the case for jazz

Imagine a three-day international conference on jazz education sponsored by the Government in a comfortable provincial hotel to which some 50 delegates from the world of jazz "pedagogy" – academics and primitives alike – are invited. I need scarcely say we're not in England, nor need I mention that there is a strong force of articulate and at times aggressively confident Americans present.

We are in France. Mulhouse, Alsace, September 1984, and the rooms and cuisine are first class. Simultaneous translations into French and English: in short, everything to help make things a success.

My contribution is "L'usage des ragas dans l'enseignement du jazz" with practical illustrations from *Jazz Curries* (seven Jazz Ragas published by the Midland Centre for Music in Schools, price £1.50p). I am exceptionally impressed, as is usually the case when music educators meet, with the fact that at least a third of those present find themselves hard put to it to count accurately four bars in 4/4 time without external aid.

The conference – the first of its kind – represents a determined attempt to get jazz education properly founded – and funded – in *la belle* France. No leathery old warhorse goes unexercised. Out they trot: racism; academism, the kiss of death?; the pursuit of liberty, and so on. Noticeable by its absence is any necessity to lobby for the valediction of jazz as music or art form (the word "jazz" failed even to appear in the Gulbenkian Report; obvious, really; it's not music, is it?) or anything so puerile as the merits of "Trad" versus "Modern". All that nursery squabbling still nurtured in some places here is irrelevant: instead, a foregone conclusion that jazz is a most significant development in 20th-century music and that it is the education authorities' duty to see it does not go neglected.

Doesn't it make you feel puny sometimes, being British? Relying on a hard-pressed Arts Council for carefully budgeted and closely monitored jazz-education initiatives when the proper sent of largess and imagination must surely be the Department of Education and Science?

Among the handful of jazz courses available in the UK this summer, one stands out in two respects: first, its expensiveness and second (judging from last year's turnout) its probable capacity attendance. The tutors? All Americans with their act well together. And what British jazz educators are visiting the US in fair exchange? Nobody asks or seems to care, though the high standards of the Brits are never in question – in fact the Americans are forever congratulating us on our jazz accomplishments.

But we are easy-going: jazz is fun for us, a relaxation, a release for the cramped spirit. And our teaching reflects this attitude. The American stance is by contrast arrestingly authoritarian and, it could be argued, in certain ways more efficient. Drill. Scales. Licks. One, two, one two three four *Play*! Think. Learn. Drill again. The striking thing about them is the way they drive themselves and their students as if there were no tomorrow. There are fewer smiles than on British courses, let alone laughs. Good or bad? I can't help feeling a little levity makes all learning a lighter burden.

The irony is that music is generally being demoted in the curriculum (except, of course, in the specialist schools) – and why? Face the reality – traditional music teaching is still years behind the times and simply not equipped to inspire the way it should.

This is very different from my own experience and also that of others who deal with jazz. In the 20 years that I have been visiting schools under its noble banner I have time and again been privileged to witness jazz offering a live and engrossing challenge to pupils' *inner* capabilities. It is not just playing around with overpriced electronic toys and shoving together a few rock rhythms, though that is all too often the way modern music teaching is pitifully tackled.

Apart from our corporate experience over a considerable period, the success of the Arts Council's three-year Jazz in Education pilot projects must show clearly enough that the DES needs to grab a heaven sent opportunity by both staves and *appoint* then *back up* nationwide jazz educator/advisers who are also professional jazz musicians on a similar basis to the Inspectorate: just as independent, just as responsible and just as properly salaried. Then, is it hoping for too much to look forward to something quite marvellous invigorating our daily round and increasingly threatened common task? By all means let's have a nice cosy conference first, but to borrow an immortal phrase, let's get *on* with it!

Jazz is under-estimated if it remains within the confines of the music department. It is ideal fodder for curriculum development. Its flexible nature suits it to work with dance, drama, creative writing, art and socio-religious studies. Much as we love those early Americans who fashioned, quite unconsciously, this cultural bombshell, can't we have the support to enable us to give them at least as good as they gave us? Or do we want more dynamic American teachers working comfortably here because we cannot match them with our own?

The best jazz musicians display a flexible balance between egoism and selflessness. I used to think, in a naive way, that this balance was the kind of thing we were out on the planet to try and discover. Wasn't it Gautama Buddha whose dying exhortation was "Work out your own salvations with diligence" and the Son of Man who reportedly proclaimed "Behold I make all things new"?

Someone who truly appreciates the principles of jazz will recognize the force of these insights. Er, wake up at the top there, will you?

continued

But no one . . .

continued from page 46

Information and practice

Aural Analysis. By Celia Duffy and Roger Parker
Oxford University Press Question Book £1.95. 0 19 321550 0. Answer Book and Cassette. £6.95. 0 19 321551 9.

Opera. By Nicholas John
Oxford University Press £2.75. 0 19 321335 4.

The Guitar. By Millicent Isherwood
Oxford University Press £2.75. 0 19 321334 6.

Keyboard Instruments. By Roy Bennett
Cambridge Educational £1.50. 0 521 27653 5. Cassette £8.50 + VAT.

1986 is the first year of the new Advanced Common Core Inter-Board Test of Aural Perception. This replaces the different aural tests which have previously been set by the Examination Boards. The new test, which is divided into two sections, is demanding but more interesting and musical than the tests it supersedes. The first part tests rhythm, pitch (both diatonic and non-diatonic), two-part and four-part dictation together with aural discrimination. The second explores aural analysis through comparisons, compositional detail and stylistic analysis.

Aural Analysis is an attempt to produce a textbook which will help teachers who, because of limited time, finance and resources, may perhaps find it difficult to gather together sufficient material to provide their pupils with a logical and progressive course for at least part of the new examination. The aim is to encourage students to listen to music in as many different ways as possible, and to avoid the division between pure aural work, analysis and history. In my experience the average pupil has always found it difficult to link aural work with, say, harmony and anything which enables this link to be made can only be welcomed. In this the book succeeds admirably.

The extracts have been carefully graded and can be divided into three sections. The first nine examples include a great deal of technical vocabulary which will help with later work. Among the terms used are "sequence", "imitation", "inversion" and "homophony." The musical examples range from a Bach Invention to part of Britten's *Spring Symphony* via the slow movement of Beethoven's "Archduke" to Fauré's Requiem and a section from a piece from Volume 4 of *Mikrokosmos*. Elementary form is also illustrated in this section. Excerpts 10–19 explore a wider variety of forms and styles in addition to extending the understanding of terms mentioned in the first section. Again the music is varied in style and texture: Josquin Desprez to Prokofiev.

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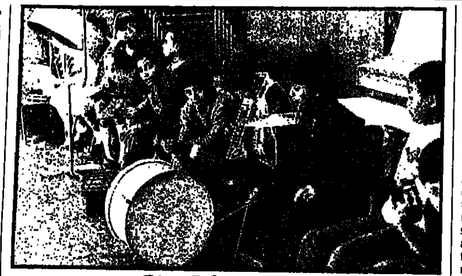
Self-help

Patricia Watson on multi-cultural ventures



Good music teaching by its very nature is multi-cultural. No pupil must be excluded from composing, listening and performing in the classroom because of his or her cultural background, and everyone must be included because of it. That each culture be given equal status seems perhaps too obvious to state and that Western European cultures be put into a world perspective is equally obvious.

One of the greatest assets for many people living and teaching in Birmingham lies in the enjoyment of opportunities to become immersed in the richness of the city's diverse cultural population. The size and geographical layout of Birmingham – home to almost one and a quarter million people – allows the perpetuation of individual and community identities, whilst at the same time accommodating those who wish to share wider cultural experiences. Theatres, community and arts centres, and numerous places of worship have open doors to anyone wishing to broaden his or her cultural horizons.

The large number of schools within Birmingham (over 300) reflects these communities and at the same time offers potential for developing a deeper understanding of the contexts in which teachers and pupils live. As part of the children's development, the curriculum should be related to their needs at school and their role in society. Within this curriculum music has the potential of bringing communities closer together as well as encouraging an exploration of cultures other than those in the classroom. If a sensitive and supportive partnership exists between teachers and pupils, more broadminded and caring attitudes to people from all cultural backgrounds will develop.

In schools which have a predominance of pupils from one particular culture, there is the potential problem that music and the arts can become mono-cultural. A tokenistic approach of a term's work on reggae, steel drums or sitar playing may result in pupils' rejection of their own cultural background and lead to derision by other children, unless groundwork for these activities has been well founded.

The challenges that these issues present within current music curriculum practice have provided the basis of one of Birmingham's INSET programmes. As one result of a course dealing with practical aspects of music and dance from many countries, a self-help group of primary and secondary school teachers was formed. Having learnt a little, they wanted to learn more and the initial objective to increase awareness of international music and dance was gradually realized.

It was quickly discovered that the workload of investigating resources and materials could be reduced by sharing. Regular meetings took the form of practical sessions, highlighting the music and dance from a particular culture. The material was presented by those responsible for the research as it might be used in the classroom situation. Members of the group then used these ideas in their own schools and reported back later on the effectiveness of various approaches. By using each other as sounding boards for ideas in the classroom, confidence was gained and the feelings of isolation and insecurity experienced by even the most committed teachers were alleviated.

With the belief in mind that discovery stems from something already known and that practical experience reinforces discovery, the group identified four musical concepts that children of school age would already have experienced. The four concepts chosen – rhythm, pitch, texture and dynamics – are common to music from every culture.

Children are initially encouraged either individually or in groups to compose through an exploration of one or more of these concepts and then present their compositions to other members of their class. Such activities and the ensuing discussion they provoke, provide an opportunity to prepare individual interpretations and cultural influences. The children now have something to which they can relate whilst listening to musical styles with which they are unfamiliar. Assistance in introducing children to new musical realms may be provided by inviting members of the community, artists and performers into the classroom to work with pupils and teachers. Several preparatory visits to the school might be necessary to agree aims and guidelines and acquaint visitors with the concepts, skills and attitudes of pupils as revealed in the work they have already undertaken.

The self-help group is aware of the importance of teachers having a full knowledge of the pupils' musical backgrounds. With a group of pupils who are, for example, involved in classical Asian music, it may be appropriate to begin pentatonic work by exploring five notes of a raga. Using this as a starting point the discovery of other styles and idioms can, as the investigation develops, involve concepts such as rhythm and instrumental timbre. This kind of preparatory work means that the invitation of musicians from the community into the classroom can be seen as a natural progression from classwork rather than a nominal gesture. As well as community influences, teachers visiting schools to give instrumental tuition are being encouraged to become involved with class teachers and pupils. They are beginning to see the potential in combining orchestral, ethnic, and classroom instruments in the classroom.

Pupils will gain a more comprehensive view of the position of music in society if these musical experiences are related to other subjects on the curriculum. Meetings and courses arranged with Birmingham's Multi-cultural Development Unit and English as a Second Language team have alerted a number of teachers to consider the possibilities of using music as a further means towards their educational goals. In turn, this partnership and co-operation assists music teachers in keeping in line with the responses of children in a variety of subject disciplines. It is not sufficient to restrict this work to school. Presentations to the public also play a vital part.

Research is constantly moving in new directions and a philosophy is becoming more clearly defined. Within the city, contacts are being established with colleges of Further and Higher Education in defined areas of work and national moves now have a context in which they can be evaluated. The success of the work so far has been the result of many factors, not least being the realization of the potential of music education in preparing children for life in multi-cultural Britain.

Patricia Watson is a consortium music teacher with Birmingham education authority

Information and practice continued

The final section consisting of excerpts 20–27 also extends the repertoire and takes it closer and more detailed look at 20th-century forms – Bartók, Debussy and Stravinsky. In the 25th extract from Musorgsky's *Pictures from an Exhibition* the pupil is given more freedom in the presentation of his answers. There is enough material in this slim volume to last about a year if it is used as a course book. Used as a resource book it would last longer. The material has been well chosen and is clearly presented. I would have liked more, but perhaps a second volume will follow, with, possibly, examples chosen from pop music in all its varied styles and jazz. All the music has been recorded on a cassette which is packaged with an answer book.

The *Oxford Topics in Music* series has been designed with 11 to 14-year-old pupils in mind. Although several practical suggestions are contained in each volume the books are primarily information-based. *Opera* is a particularly good example of the series as a whole. The opening words define exactly what an opera is ("a drama expressed through music") and the preface goes on to show how music can add atmosphere, tension and excitement to a play or film. This is followed by a brief description of the functions of the conductor, orchestra and singers. The author then considers production and design and starts the first of his four short, but well illustrated chapters with a description of the activity behind the scenes.

The average child always seems to regard opera as silly. After all, why sing when you can speak, and it is only after taking part in a production they begin to realize that behind the cast on stage there is a multitude of supporters – from the conductor to the press and publicity departments. This is well brought out in this book. The second chapter, which is perhaps the most significant, shows in a large double page cut-away diagram how an opera house is constructed, more space behind the stage than in front. A rehearsal of *Aida* is described through a series of illustrations together with the activity behind and below the stage. The concluding section details the work of the electricians and property staff. In the final chapter, six scenes from operas are described and illustrated. Of these, *Peter Grimes* is the one I have always found to be the most accessible to children. Each chapter ends with a series of questions and projects. These range from straightforward answers which can be "looked up" in the text to imaginative and descriptive work designing costumes and scenery.

I suspect that the Guitar volume in the *Oxford Topics* series will initially be more popular than the one on Opera. I do not think it is so successful as it relies too much on potted biographies of performers and composers. The history of the guitar family is sketched in the first 15 pages, and this is followed by equally brief paragraphs on the guitar in folk music and then seven pages on 20th-century styles; then come the biographies. I would have preferred more on the modern acoustic and electric instruments with the problems of amplification and possibly the economics of pop. The book is well illustrated and produced.

Roy Bennett's books continue to appear at regular intervals. They are always interesting and contain a wealth of information and practical work. His *Keyboard Instruments* is no exception. The text is packed with useful information, the illustrations are plentiful, and, even if some are on the small side, most are beautifully clear. There are diagrams showing the three basic ways of producing sound in early instruments, together with two-manual organ, harpsichord, clavichord and piano action. All are clearly labelled and easy to understand. There are the usual assignments, all carefully planned and many of them linked to the accompanying cassette. The instruments on this cassette come from either the Cambridge University collection or the Colt Clavier Collection. An excellent volume, more suited to individual work than class use, it should be on the shelves of every music room.

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Try us for size – garklein right down to sub-contra bass!
(0485)

"YOUNG DICKENS"

An original cantata for children telling the story of some of Charles Dickens' early childhood memories. Demonstration tape, score and project resource book present an interesting approach to work across the curriculum.

Age range – Upper Primary and Lower Secondary. Score, initial pupil's book and tape. £12 (post paid).
Cosmophon Music, Dormer Cottage, Gosthurst Common, Ide Hill, Kent TN14 6JA. S.A.E. for leaflet.
(0471)

C # S / M T
THE CLARK SCHOOL OF MUSIC THEORY
(Principal: June Clark, L.R.A.M.)

Postal tuition courses offered in all grades of Theory and Diplomas, Associated Board, Guildhall School of Music, London College of Music, Trinity College of Music.

Teacher's Manual, Student's Worksheets with Answers, for use in the classroom, in preparation for the theoretical requirements of O and A Level Music.

Enquiries, details (S.A.E. A5 please)
The Clark School of Music Theory,
3 Fryth Mead, St. Albans, Herts. AL3 4TM.
(0481)

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A breakthrough in classroom music teaching – theory, recorder, guitar, etc. Composition programmes for Commodore and BBC Computers.

HELICON PRESS,
Knight St., Sawbridgeworth, Herts.
Tel: 0279 722211
(0507)

Secondary Education

Headships

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
APPOINTMENT OF HEAD TEACHER
DARTFORD GRAMMAR SCHOOL FOR BOYS
Founded 1576
(GROUP 10)
Applications are invited for the post of Head Teacher. The Authority is looking for a well-qualified and experienced candidate for this Boy's selective school with a long and distinguished academic tradition. The current roll is 705 including 140 sixth form pupils.
Forms of application and further details (sae please) may be obtained from the Acting Divisional Education Officer, Essex Road, Dartford, to whom completed applications should be returned by 18th July 1985.
No advertisement, previous applicants will be automatically reconsidered.

GRAVESHAM DIVISION
TEMPLEVIEW SCHOOL
Gravesend
(Group 10 Mixed). Roll 1058
APPOINTMENT OF HEAD TEACHER
Applications are invited for the post of Head Teacher of this Co-educational High School from 1st January 1986. Under the Thamesside scheme of secondary education children are admitted from primary schools without any form of selection and the more academically able may be considered for transfer to an upper school at the age of 13. Thamesview has very well established 'O' level courses.
Application forms and further particulars (sae Please) from the Divisional Education Officer, 132 Windmill Street, Gravesend, Kent DA12 1BE.
Closing date 18th July 1985. (0548343) 130010

BERKSHIRE
WINDSOR GIRLS' SCHOOL
Imperial Road, Windsor SL4 3RT
NOR 580
Required as soon as possible
DEPUTY HEADTEACHER
(Group 10) for this 13 – 18 Girls' Comprehensive School. An enthusiastic, well qualified and hard working teacher, able to contribute to curriculum, administration and pastoral areas of responsibility is sought.
Apply to the Headmistress for further details (SAE). Closing Date: 19.7.85.
An Equal Opportunity Employer..(13630) 130019

BRENT
LONDON BOROUGH OF BRENT
NEASDEN HIGH SCHOOL
Quality Corner, NW10
Tel: 01-450 3641
Roll: 670
Required for September 1985 or January 1986 DEPUTY HEAD (Pastoral/Community) Group 10 in the first instance. The main responsibility of the successful candidate will be to work closely with all members of staff to ensure an efficient and caring pastoral system within the school. However, as part of the Staff Development programme of the school, it is hoped that the Deputies will be able to retain their responsibilities in future years.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the head teacher returnable within 14 days. (08619) 130012

Deputy Headships Second Masters/ Mistresses

BERKSHIRE
WINDSOR GIRLS' SCHOOL
Imperial Road, Windsor SL4 3RT
NOR 580
Required as soon as possible
DEPUTY HEADTEACHER (Group 10) for this 13 – 18 Girls' Comprehensive School. An enthusiastic, well qualified and hard working teacher, able to contribute to curriculum, administration and pastoral areas of responsibility is sought.
Apply to the Headmistress for further details (SAE). Closing Date: 19.7.85.
An Equal Opportunity Employer..(13630) 130019

BRENT
LONDON BOROUGH OF BRENT
NEASDEN HIGH SCHOOL
Quality Corner, NW10
Tel: 01-450 3641
Roll: 670
Required for September 1985 or January 1986 DEPUTY HEAD (Pastoral/Community) Group 10 in the first instance. The main responsibility of the successful candidate will be to work closely with all members of staff to ensure an efficient and caring pastoral system within the school. However, as part of the Staff Development programme of the school, it is hoped that the Deputies will be able to retain their responsibilities in future years.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the head teacher returnable within 14 days. (08619) 130012

HAMPSHIRE
OAKRIDGE COUNTY INFANT SCHOOL
Oakridge Road, Basingstoke
Required January 1986 or earlier Group 3 Deputy Headteacher. Excellent classroom practitioner to be responsible for developing and extending the Mathematics and Science programmes.
Application forms/further details from Headteacher. S.A.E. Closing Date 17/7/85.
(05061) 130018

SUFFOLK
COUNTY COUNCIL
STOKE HIGH SCHOOL
Maidenhall Approach, Ipswich IP2 8SD
11 – 16 mixed comprehensive roll 882
SENIOR TEACHER required for January 1986, to become a member of the senior management team and to take some responsibility for varied professional duties and administrative tasks, and to assist in the day to day running of the comprehensive school.
Application forms and details obtainable from the Head at the school, sae please. Closing date for application: 19th July. (08511) 130012

WALSALL
METROPOLITAN BOROUGH COUNCIL
DEPUTY HEAD TEACHER
Group 10
A qualified and experienced Teacher required at Manor Farm Comprehensive School, Manor Farm Crescent, Rushall, Walsall from January 1986. This purpose built community comprehensive school has a roll of 830 pupils with 60 in the sixth form.
The successful candidate will be expected to make a major contribution to the work of the Senior Management Team and to achieve change and progress through tactful management and leadership qualities.
The vacancy is due to the promotion of the present post holder to the TVEI Co-ordinator for Walsall L.E.A.
Application forms send S.A.E. to the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DG or Tel: (0922) 21244, Ext. 2553.
Closing Date: 11.7.85.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
Walsall is an Equal Opportunity Employer.
(08468) 130012

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

BARKING
& DAGENHAM
LONDON BOROUGH OF BARKING & DAGENHAM
SCHOOL PSYCHOLOGICAL SERVICE UNIT
Applications are invited for a teaching post at the above unit which is well equipped and housed in an excellent purpose built Schools' Psychological Service Centre. The post will involve taking major responsibility for a small group of full time students in their final year of compulsory schooling who have in the main returned from residential placement.
Applications are anticipated from teachers with good classroom management skills from a wide range of background and experience.
Scale II plus £1,038 per annum inner London Allowance.
Application forms and further details available from Mr. J. Noakes, Seabrook House, 22 Shipton Close, Dagenham, Essex RM8 3QR on receipt of a foolscap s.a.e.
An Equal Opportunity Employer. (08418) 131020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

RUSHEY MEAD MULTI-CULTURAL CENTRE
Rushey Mead Leisure Centre, Leicester

ADVISORY TEACHER FOR ENGLISH AS A SECOND LANGUAGE (Secondary)
Scale 3

A one year opportunity to be responsible for English as a second language (secondary) based at the Rushey Mead multi-cultural centre.

Further information and application forms may be obtained from Teachers Staffing Section, County Hall, Glenfield, Leicester LE3 8RF. Closing date: 18th July.

Please contact the Headteacher for further details and application forms (SAE). (08107) 131030

SHEPWAY DIVISION
THE HARVEY GRAMMAR SCHOOL
Cheriton Road, Folkestone, Kent CT19 5JY
APPOINTMENT OF
HEAD TEACHER
Group 10 Roll 682

Applications are invited for the Headship of this boys' grammar school which was founded in 1674. The post is available from the beginning of the Spring Term 1986.

Application forms and further details from the Divisional Education Officer, 3 Shornciffe Road, Folkestone, Kent CT20 2SQ. Closing date for applications 26th July 1985.
(19185)

KENT COUNTY COUNCIL

SURREY
COUNTY COUNCIL
FRINGE AREA LONDON ALLOWANCE £264 pa.
THROUGHOUT COUNTY
Generous relocation expenses in approved cases. Assistance with temporary housing may be available.

HEADSHIPS

GLEBELANDS SCHOOL
Parsonage Road, Cranleigh
Headteacher required for January 1986 for this Group 10 12 – 18 mixed comprehensive school. Est. NOR at September 1986: 925. Salary Scale £16,824 – £18,141 p.a.
Application form and further details from County Education Officer (TP/MVB) Closing date: 26 July 1985.

GEORGE ABBOTT SCHOOL
Woodruff Avenue, Burpham, Guildford.
Headteacher required for January 1986 for this Group 13 12-18 mixed comprehensive school. Est NOR at September 1986: 1438 inc. 280 in VIth Form Salary Scale £20,481 – £21,756.
Application form and further details from County Education Officer (TP/MVB).
Closing date: 26 July 1985. (19187)

The Judd School, Tonbridge

The Governing Body invite applications for the post of Head Teacher of the Judd School, Tonbridge which falls vacant upon the retirement of the present Head Teacher at the end of August 1986. The School is a Voluntary Aided Grammar School with a three form-entry Group 10 under the Burnham Salary Scale. An official residence is available for the new Head Teacher. Letters of application, accompanied by full statements of qualifications and experience, should be sent to the Clerk to the Governing Body (from whom further particulars can be obtained), Skinners' Hall, 8 Dowgate Hill, London EC4R 2SP, not later than 1st October, and the envelope market 'Judd Headship'.
(19118)

HOUNSLOW

BRENTFORD SCHOOL FOR GIRLS

Clifden Road
Brentford TW8 0PG
Tel: 01-570 7728 Ext 7047

Required from January 1986, owing to retirement, **HEADTEACHER** (Group 11) for this well-established 11-19 school for 900 girls.

Application form and further details are obtainable from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN (Ref: PA/EBA) to whom they should be returned by 22 July 1985.

Please enclose s.a.e. (foolscap).

London Allowance: £678 p.a.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER
(19169)

NORFOLK

ORIEL HIGH SCHOOL
Orlel Avenue, Gorlanton-On-Sea, Great Yarmouth NR31 7JJ
NOR 700. 12 - 16 Mixed
Required September 1985 for one year (pending review).
Temporary Scale 2 teacher for Area Special Class.
Application by letter to the Headteacher at the school including full C.V. and the names of two referees (please enclose S.A.E.).
Closing date: 19.7.1985.
(12653) 131020

SURREY

EDUCATION COMMITTEE
NORTH WEST AREA
UNATTACHED REMEDIAL TEACHER (SCALE 2)
Experienced Remedial Teacher required for September 1985 to work with a small team of Peripatetic Teachers involving work with individual pupils or small groups mainly in the Secondary Sector, dealing with children who have specific learning difficulties.
Application forms from the North West Area Education Office, 'Elsmore' 9 Heathside Road, Woking, Surrey GU22 7EQ (on receipt of a SAE).
(08566) 131020

Scale 1 Posts

AVON COUNTY
BROADOAK SCHOOL
Broadoak Road, Weston-super-Mare BS24 9AW
Required from 1st September 1985 a teacher for Remedial work with 3rd, 4th and 5th Year pupils in the Basic Studies Department. (Scale 1).
Letters of application to the Acting Headteacher, immediately giving full c.v. and names of two referees, enclosing sae. Avon is an equal opportunities employer. (03774) 131028

BARNET
LONDON BOROUGH
ASHMOLE SCHOOL
Cecil Road, Southgate, London N14 5RJ
Tel: 01-368 2608
Co-educational Comprehensive. Roll 900. 11 - 19
Near Southgate tube station
Required September 1985, teacher to take REMEDIAL ENGLISH throughout the school, together with DRAMA or ENGLISH as second ability emphasis. Please state any other subject offered. Scale 2.
Apply in writing to Head Teacher within 7 days with full C.V. and names of two referees. S.A.E.

BISHOP DOUGLASS R.C. SCHOOL
Hamilton Road, Finchley, London N3 2EG
Tel: 01-444 5211
Y.A. Mixed Comprehensive. Roll 1050. Pipe Fire 175
Required September 1985, specialist trained (PA/ESN) teacher (Scale 1). This is mixed ability school and department operates on withdrawal basis in Years 7 - 9, with social skills option for Years 4 - 5. Suits candidate with active interest in working with mainstream departments to produce resources, planning staff to cater for all levels of ability, are invited to apply for this post.

QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive. Roll 960. Sixth Form 130
London Allowance £678 payable
Nearest tube station High Barnet
Required September, 1985, REMEDIAL teacher (Scale 1) to be responsible for activity courses with lower ability pupils. Successful candidate will base work on 'resource bound' type course and will provide assistance, also in MATHEMATICS, in addition willing to take RUGBY teams on Saturday mornings.
For the above two posts: Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E.
For all the above posts: In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
(05380) 131022

BRENT
LONDON BOROUGH
KINGSBURY HIGH SCHOOL
Princes Avenue, NW9 9JR
Tel: 01-204 9814
(Roll 1753)
Required for September 1985, teacher to join the Department for Special Educational Needs. Scale 1. To teach Basic Skills across several subjects. This is a temporary post for the Autumn Term in the first instance.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (SAE) obtainable from the Head teacher returnable within 14 days. (08534) 131032

BROMLEY
LONDON BOROUGH OF BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Required for September 1985 or January 1986, a well-qualified teacher of English, including Remedial Work.
For further information see listing under Scale 1 posts. (05756) 131022

DERBYSHIRE
See Derbyshire Display advert post reference DS/1543/1, Page 52.
(08435) 131024

ESSEX
HOCKERILL SCHOOL
Dunnow Road, Bishops Stortford CM23 5HX
Tel: Bishops Stortford 58451
REMEDIAL TEACHER, Scale 1
Required for September, 1985, a non-residential Teacher to undertake a half timetable by arrangement. Hockerill is a wholly boarding school for 380 mainly boys and girls, 11 – 16 years.
Application forms and further details in their final year of compulsory schooling who have in the main returned from residential placement.
Applications are anticipated from teachers with good classroom management skills from a wide range of background and experience.
Scale II plus £1,038 per annum inner London Allowance.
Application forms and further details available from Mr. J. Noakes, Seabrook House, 22 Shipton Close, Dagenham, Essex RM8 3QR on receipt of a foolscap s.a.e.
An Equal Opportunity Employer. (08418) 131020

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

RUSHEY MEAD MULTI-CULTURAL CENTRE
Rushey Mead Leisure Centre, Leicester

ADVISORY TEACHER FOR ENGLISH AS A SECOND LANGUAGE (Secondary)
Scale 3

A one year opportunity to be responsible for English as a second language (secondary) based at the Rushey Mead multi-cultural centre.

Further information and application forms may be obtained from Teachers Staffing Section, County Hall, Glenfield, Leicester LE3 8RF. Closing date: 18th July.

Please contact the Headteacher for further details and application forms (SAE). (08107) 131030

HARINGEY
Progress with Humanity

NORTHUMBERLAND PARK MIXED COMPREHENSIVE
Willoughby Road,
Trulock Road, Tottenham N17 0QG
(Tel: 01-801 0091)
(11 – 18)
Required for September 1985, REMEDIAL TEACHER, SALARY SCALE 1.
Additional allowances payable – London Allowance £1,038. Social Priority £801/£2575.
Northumberland Park is a thriving purpose-built Community School with fine facilities where general standards and a carefully structured pastoral system enjoy a high priority.
A vacancy exists for a teacher with training and an interest in assessing, diagnosing and teaching the less-able. It will be expected that a positive input will be made in the production and development of suitable materials. The successful candidate will join an energetic and enthusiastic staff in the teaching programmes will include withdrawal groups of slow learners and poor readers and some support teaching in other classes.
Applications from teachers qualified by July 1985 will be most welcome.
Application forms and further details are obtainable from the Head Teacher. Forms should be returned to the School as soon as possible.
Removal expenses – 100% allowed in approved cases.
Haringey is an equal opportunity employer.
(08513) 131022

HOUNSLOW
HOUNSLOW MANOR SCHOOL
Prince Regent Road, Hounslow TW3 1NE
Tel: 01-575 4461
Comprehensive 1200M
Headteacher: J.W. Merrigan, B.Sc., A.C.P.
There will be a vacancy at this school from 1st September 1985 for a full-time teacher of Remedial English (Scale 1) to be a member of our school's 'Special English' Department as one of a team of three. The work centres on reading and writing skills and mainly involves the withdrawal of pupils on an individual basis or two or three at a time from mainstream classes for all curricular areas. Specialist help is then offered in tutorial groups of 2 - 6 according to identified need. A major aim of the Department is the development of self-confidence in the pupils and their speedy reintegration into mainstream classes.
'Special English' exists at Hounslow Manor as part of our larger 'Special Needs' Team which we brought into being last year to take a broad cross-curricular view in offering support to pupils. The members of the Special Needs Team also aim to offer a consistency in this crucial area to all other members of the school staff.
We feel that the post will be of particular interest to those who desire to gain experience of working with Special Needs pupils. We would be very interested to hear from candidates in search of a first appointment, especially those who during their education studies expressed a firm interest in this very rewarding and important field. Graduates in English with an appropriate interest would also receive active consideration.
Interested candidates should apply by letter (no forms) to the Headteacher at the address above, giving a full C.V. together with the names and addresses of two confidential referees. All applications will be acknowledged. This is a readvertisement – previous candidates will be reconsidered unless they express a wish to the contrary. The closing date will be Friday, 12th July 1985.
London Allowance £678 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER.
(08573) 131022

SECONDARY EDUCATION continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
GORDON SCHOOL
Lower Higham Road,
Gravesend, Kent DA12 2LZ
Tel: 0474 568
Required for September, 1985, for this Thames-side High School, teacher with experience of working with children in need and of remedial work. Scale post available to a suitably qualified and experienced applicant.
This is to be a temporary appointment for the next academic year.
Further details will be supplied on application to the Headmaster, Mr. I. Gliddon, at the school, giving full curriculum vitae and supplying the names and addresses of two professional referees. S.A.E.
Closing date 15th July 1985. (08544) 131022

NORFOLK

EATON CITY OF NORWICH SCHOOL
Eaton Road, Norwich NR4 6PP
Scale 1 REMEDIAL TEACHER
Required for September 1985.
Application forms and further details from and returned to the Headteacher at the School (s.a.e. please). (12662) 131022

SHROPSHIRE
EDUCATION COMMITTEE
MADELEY COURT SCHOOL
Court Street, Madeley, Telford
Required for September, teacher to work recently established and developing Special Unit (MLD) in comprehensive school, the post will be temporary for one year in the first instance.
Telephone Telford 586791 for further information and application form as soon as possible. 11962 131022

SHROPSHIRE
EDUCATION COMMITTEE
ABRAHAM DARBY SCHOOL
Madeley, Telford TF7 5HX
Required for September 1985 a teacher to supplement the large science department. It acquires a Moderate Learning Difficulty Unit. The post will be temporary for one year in the first instance.
Applications by letter to Headmaster with B.A.E. Curriculum Vitae and names and addresses of two referees. (15193) 131022

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF BASIC SKILLS Scale 1
Min needs of less able pupils, to teach English and Mathematics to small groups in the lower school. Support to these pupils in other subject areas will also be expected.
Application forms and further details from the Head Teacher, Sneyd Comprehensive School, Vicarage Way, Sneyd Lane, Bloxwich, Walsall.
Closing Date: 5.7.1985.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
Walsall is an Equal Opportunity Employer. 131022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WARWICK GIRLS' HIGH SCHOOL
Forest Rise, London E17
Head: Mrs. Lawless
Required for September.
TEMPORARY SPECIAL NEEDS TEACHER, SCALE 1 (plus Inner London Allowance) required in this comprehensive school for girls aged 11 - 16 years (420 on roll). A teacher with enthusiasm and a flexible approach to join a successful department during a maternity leave. Scale 2 available for an experienced candidate.
Send letter of application, cv and names and addresses of two referees to the Head (Secretarial Inf. PB4/528. (12603) 131022

WEST SUSSEX
CHICHESTER HIGH SCHOOL FOR BOYS
Kingshan Road, Chichester PO19 3AE
(Group 12, Comprehensive)
11 - 18 yr. regime
1276 on roll
153 in sixth form
Required September 1985, temporary Scale 1 Teacher for Remedial teaching for one year with ability to offer Numeracy and Literacy. The appointee will be required to work with slow learners and with the withdrawal programme.
Form and details from Headmaster, s.a.e. please. (08102) 131022

By Subject Classification

Art and Design

Scale 2 Posts and above

DEVON
Please see displayed advertisement on Page 51. (03874) 131220

Scale 1 Posts

AVON COUNTY
PEN PARK GIRLS SCHOOL
Pen Park Road, Southmead, Bristol BS10 6SP
Required from September 1985 a well-qualified teacher of Craft and Art. Ability to teach Art to examination level is sought as well as a strong interest in Craft and Design. Post carries considerable opportunities within a Faculty moving towards an integrated creative approach.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing s.a.e. Avon is an equal opportunities employer. (03774) 131022

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
(Formerly Moat Mount and Orange Hill)
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0677
Formed from merger of Moat Mount, Orange Hill Senior and Junior High Schools in 1984
Roll 1473. Sixth Form 250
Required September 1985 Scale 1 Teacher of Art with creative textiles as the major field of specialism. The department is part of the TVEI project and is introducing computerised graphic design among other innovations.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (08495) 131222

BEXLEY
LONDON BOROUGH
COLEFE'S BOY'S SCHOOL
Alma Road, Sidcup DA14 4ED
Tel: 01-300 7931
Required for September, 1985 to cover a maternity leave absence, for one year initially. A well qualified teacher of Art who is able to teach pupils of all ages and ability levels up to C.S.E. 'O' and 'A' level standard. This may become a permanent post after Christmas. The teacher will be required to work on the present Girls' School site - but there will be a mixed first year intake as a result of amalgamation.
Application by letter to the Head with a full curriculum vitae. (08655) 131222

BROMLEY
LONDON BOROUGH OF BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Required for September 1985 Part-Time Ceramics/Art specialist for the Visual Studies department, at this purpose-built, 11 - 18 year, 6 f.e., mixed, all-ability school with a balanced intake and established R.S.E. 'O' and 'A' courses. Excellent studio facilities. Further enquiries welcomed.
Approximately 18½ hours per week. Scale 1. One year appointment. London Area Allowance payable.
Apply with full particulars and names of two professional referees for forms to be returned to the Headmaster at the school by 12th July 1985. (15764) 131222

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
BEACONSFIELD SECONDARY SCHOOL
Aylesbury End, Beaconsfield
Headmaster: W.W. Davies
Required for September 1985, for 1 term initially, a full-time Assistant Teacher with ability and experience in the area of Craft and Art.
Applications in writing to the Headmaster at the school as soon as possible please. (03085) 131222

CHESHIRE
EDUCATION COMMITTEE
NESTON COUNTY COMPREHENSIVE SCHOOL
Raby Park Road, Neston, South Wirral L64 0SL
Tel: 051-336 3902
An established school of 1370 pupils, including 6th Form of 160plus
Required for September 1985
TEACHER OF ART Scale 1 to teach up to 'A' Level.
Temporary post for six months.
Apply immediately (no forms) enclosing Curriculum Vitae and names, addresses and telephone numbers of two referees. (08640) 131222

ESSEX
THE GREENSWARD SCHOOL
Greensward Lane, Hockley SS5 5HG
Tel: Southend 202571
(Roll 1160)
TEACHER OF ART/DESIGN, Scale 1
Required for September 1985, enthusiastic Teacher of Three Dimensional Studies to join a developing department. Courses to 'O' level and CSE.
Application forms and further details obtainable from the Headteacher (foolscap s.a.e. please). (08708) 131222

HAMPSHIRE
CITY OF PORTSMOUTH BOYS' SCHOOL
London Road, Hilsea, Portsmouth PO2 9RJ
Required September 1985, TEMPORARY ART TEACHER Scale 1
Some ability with Pottery an advantage.
Further details and application form from the Headteacher (0705 667501) to return as soon as possible. 131222

HAVERING
LONDON BOROUGH OF HAVERING
CHASE CROSS SCHOOL
Havering Road North, Romford RM1 4YT
Tel: Romford 47353
(Roll 1184 Mixed)
Headteacher: D.A. Steward, B.A.
Required for September 1985 Scale 1 Teacher of Art with creative textiles as the major field of specialism. The department is part of the TVEI project and is introducing computerised graphic design among other innovations.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (08495) 131222

HERTFORDSHIRE
CHANCELLOR'S SCHOOL
Fiske Terrace, Brookmans Park, Hatfield, Herts.
Required for September 1985, temporary teacher of ART, to work in a department of three staff. Vacancy arising due to maternity leave. Further details from the School on request.
Apply by letter to the Headmaster with C.V., and names addresses of two referees. (13091) 131222

LONDON
SACRED HEART HIGH SCHOOL
213 Hammersmith Road, London W6 7DD
Girls R.C. Voluntary Aided Comprehensive School
11 - 18 years. Roll: 930.
Required September a Temporary Terminal teacher for one year only for Art, preferably with some 3-Dimensional experience.
Applications, with curriculum vitae and the names and addresses of two referees to the Headmistress at the above school. (03868) 131222

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
RE-ADVERTISEMENT
BURNTON HIGH SCHOOL
Hellaby Lane, Longbenton, Newcastle upon Tyne NE12 8BS
(11 - 18)
Required for 1st September 1985 for one year only to replace a teacher on secondment.
Scale 1 TEACHER of ART and CERAMICS to C.S.E./16plus Examination Level throughout this Community High School.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, age, race or marital status. (03975) 131222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
CITY SCHOOL
Strarbroke Road, Sheffield S13 8BE
Scale 1
A teacher of Art is required for one term to teach Fine Art to students in years 9, 10, 11 and 6th Form.
Please Tel: 0742 398571 for details before applying.
Closing date: 15th July 1985. (03768) 131222

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(Mixed Comprehensive, 1030 pupils aged 11 - 16 in September 1985)
Headmaster: J.R.W. Oliver, M.A.
Required from September 1985, a teacher of ART with some Graphical Communications. (Scale 1 plus Outer London Allowance of £678 p.a.).
The school, which is expanding rapidly, is in very attractive area with its grounds extending to the bank of the River Thames.
Forms and further details are available (Foolscap s.a.e. please) from the Headmaster at the school, to whom they should be returned by Monday, July 15th.
Applications from employees of the G.L.C. or Metropolitan County Councils with relevant experience will be welcomed. (03798) 131222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
COUNTY SCHOOL
New Romney, Kent
A Teacher of Art (Salary Scale 1) is required for September 1985. Candidates able to specialise in pottery are sought and an interest in developing acculture would be an advantage. There is a flourishing ceramics tradition in the school, which has the resources of a well equipped pottery.
Southlands School is a well established 11 - 18 Comprehensive School with about 1300 on roll, and serves the town of New Romney as well as most of the Romney Marsh.
Applications from recent graduates will be welcome. Candidates should make application by letter to the Headmaster at the school including curriculum vitae and names and addresses of two professional referees. (08548) 131222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics. LE16 7JG
(14 - 19 Upper)
Roll 1258
WOODWORK AND DESIGN SCALE 1
Required August for one term only teacher for Woodwork and Design.
Please contact the Headteacher for further details and application forms (SAE). (06097) 131222

LONDON
ST. BERNARD'S CONVENT SCHOOL FOR GIRLS
Milton Road, Westcliff-on-Sea Tel 0702 343583
(Roll 740)
PART-TIME LATIN AND CLASSICAL STUDIES, Scale 1
Required September 1985 to teach to 'O' level and possibly 'A' level.
Letter plus C.V. to Headteacher (foolscap s.a.e. please). (08419) 131652

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(Mixed Comprehensive, 1030 pupils aged 11 - 16 in September 1985)
Headmaster: J.R.W. Oliver, M.A.
Required from September 1985, a teacher of FRENCH (Scale 1 plus Outer London Allowance of £678 p.a.). Applications for part-time posts in Latin and French, separately or together, would be considered.
The school, which is expanding rapidly, is in a very attractive area with its grounds extending to the bank of the River Thames.
Forms and further details are available (Foolscap s.a.e. please) from the Headmaster at the school to whom they are returnable by Monday, July 15th.
Applications from employees of the G.L.C. or Metropolitan County Councils with relevant experience will be welcomed. (03798) 131222

Commercial Subjects

Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PS
Required for January 1986 (September 1985 if possible) a well qualified person for the Commerce Department. Scale 3, to be responsible for the teaching of all Secretarial and Commerces courses including Shorthand, typewriting and word processing, at this 6 f.e. comprehensive school with 150 in the Sixth Form.
Application forms from the Headmaster's secretary at the school which should be returned together with a letter of application by 12th July 1985. (03764) 131818

SURREY
EDUCATION COMMITTEE
THE WARWICK SCHOOL
Redhill
Full-time or part-time Scale 1 Commerce and Typing Teacher required for September 1985. Courses leading Pitmans; RSA, CSE and 'O' level examinations. Purpose built Business Studies rooms. Candidates are asked to state second subject.
Application forms and further details from Head, Redhill 64356. (08367) 131822

Computer Studies

Scale 2 Posts and above

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
(Formerly Moat Mount and Orange Hill)
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0677
Formed from merger of Moat Mount, Orange Hill Senior and Junior High Schools in 1984
Roll 1473. Sixth Form 250
Required January 1986, or earlier if available, graduate (Scale 2) able to teach COMPUTER STUDIES at least to CSE and 'O'-level, plus some MATHEMATICS. Department extremely well equipped with Micros and Technical links.
To approved cases assistance may be given towards the payment of travel expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (08214) 130858

Scale 1 Posts

ESSEX
MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford
Tel: 0245 250101
(Roll 1600)
TEACHER OF COMMERCE AND OFFICE SKILLS, SCALE 1
Required September 1985, qualified and enthusiastic teacher. Knowledge of word processing would be also welcome.
Letter of application including c.v. and names of two referees to the Headteacher from whom further details may be obtained (foolscap s.a.e. please).

ST. PETER'S HIGH SCHOOL
Southminster Road, Burnham-on-Crouch
Tel: Maldon 782872
(Roll 1400 including 130plus in 6th Form)
BUSINESS STUDIES, Scale 1
Required for September/January to teach Secretarial Skills/Accounts in fourth/fifth/sixth forms. Typing, C.S.E., 'O' & 'A' Level Shorthand and/or Pitman's Advantageous appointment considered.
Letter of application with curriculum vitae and names of two referees to the Headteacher (foolscap s.a.e. please). (08110) 131822

MID GLAMORGAN
COUNTY COUNCIL
TAFF ELY DISTRICT
NEWMAN R.C. COMPREHENSIVE SCHOOL
Dynea Road, Rhydyfelin, Pontypridd
TEACHING STAFF VACANCIES
Required as soon as possible: Teacher qualified to teach Commercial Subjects. Temporary post for one term. Scale 1.
Application forms and further particulars available from the Clerk to the Governors, Newman R.C. Comprehensive School, Dynea Road, Rhydyfelin, Pontypridd, Mid Glamorgan, on receipt of a stamped, addressed envelope, to be returned by Friday, 19th July, 1985.
LYNDON RICHARDS District Education Officer. (08105) 131822

SURREY
EDUCATION COMMITTEE
THE WARWICK SCHOOL
Redhill
Full-time or part-time Scale 1 Commerce and Typing Teacher required for September 1985. Courses leading Pitmans; RSA, CSE and 'O' level examinations. Purpose built Business Studies rooms. Candidates are asked to state second subject.
Application forms and further details from Head, Redhill 64356. (08367) 131822

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
Wrenthorpe
(13 - 18) (1016 on roll)
Required September 1985 COMMERCIAL SUBJECTS TEACHER, Scale 1. Typing, C.S.E., 'O' & 'A' Level Shorthand and Office Practice essential). Ability to offer second subject an advantage. May be suitable for a newly qualified teacher.
Application forms available (on receipt of s.a.e.) from Chief Education Officer, Education Department, 9 Bond Street, Wakefield, to be returned by 17th July, 1985. (08366) 131822

MID GLAMORGAN
COUNTY COUNCIL
TAFF ELY DISTRICT
NEWMAN R.C. COMPREHENSIVE SCHOOL
Dynea Road, Rhydyfelin, Pontypridd
TEACHING STAFF VACANCIES
Required as soon as possible: Teacher qualified to teach Commercial Subjects. Temporary post for one term. Scale 1.
Application forms and further particulars available from the Clerk to the Governors, Newman R.C. Comprehensive School, Dynea Road, Rhydyfelin, Pontypridd, Mid Glamorgan, on receipt of a stamped, addressed envelope, to be returned by Friday, 19th July, 1985.
LYNDON RICHARDS District Education Officer. (08105) 131822

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(Mixed Comprehensive, 1030 pupils aged 11 - 16 in September 1985)
Headmaster: J.R.W. Oliver, M.A.
Required from September 1985, a teacher of COMPUTER STUDIES (Scale 1 plus Outer London Allowance of £678 p.a.).
The school, which is expanding rapidly, is in a very attractive area with its grounds extending to the bank of the River Thames.
Forms and further details are available (Foolscap s.a.e. please) from the Headmaster at the school, to whom they should be returned by Monday, July 15th.
Applications from employees of the G.L.C. or Metropolitan County Councils with relevant experience will be welcomed. (03798) 131822

ESSEX
ST. BERNARD'S CONVENT SCHOOL FOR GIRLS
Milton Road, Westcliff-on-Sea
Tel 0702 343583
(Roll 740)
PART-TIME LATIN AND CLASSICAL STUDIES, Scale 1
Required September 1985 to teach to 'O' level and possibly 'A' level.
Letter plus C.V. to Head-teacher (foolscap s.a.e. please). (08419) 131652

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ
(Mixed Comprehensive, 1030 pupils aged 11 - 16 in September 1985, aged 11 - 16)
Headmaster: J.R.W. Oliver, M.A.
Required from September 1985, a teacher of ART with some Graphical Communications. (Scale 1 plus Outer London Allowance of £678 p.a.).
The school, which is expanding rapidly, is in a very attractive area with its grounds extending to the bank of the River Thames.
Forms and further details are available (Foolscap s.a.e. please) from the Headmaster at the school, to whom they should be returned by Monday, July 15th.
Applications from employees of the G.L.C. or Metropolitan County Councils with relevant experience will be welcomed. (03798) 131222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DIVISION
COUNTY SCHOOL
New Romney, Kent
A Teacher of Art (Salary Scale 1) is required for September 1985. Candidates able to specialise in pottery are sought and an interest in developing acculture would be an advantage. There is a flourishing ceramics tradition in the school, which has the resources of a well equipped pottery.
Southlands School is a well established 11 - 18 Comprehensive School with about 1300 on roll, and serves the town of New Romney as well as most of the Romney Marsh.
Applications from recent graduates will be welcome. Candidates should make application by letter to the Headmaster at the school including curriculum vitae and names and addresses of two professional referees. (08548) 131222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics. LE16 7JG
(14 - 19 Upper)
Roll 1258
WOODWORK AND DESIGN SCALE 1
Required August for one term only teacher for Woodwork and Design.
Please contact the Headteacher for further details and application forms (SAE). (06097) 131222

LONDON
SACRED HEART HIGH SCHOOL
213 Hammersmith Road, London W6 7DD
Girls R.C. Voluntary Aided Comprehensive School
11 - 18 years. Roll: 930.
Required September a Temporary Terminal teacher for one year only for Art, preferably with some 3-Dimensional experience.
Applications, with curriculum vitae and the names and addresses of two referees to the Headmistress at the above school. (03868) 131222

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
RE-ADVERTISEMENT
BURNTON HIGH SCHOOL
Hellaby Lane, Longbenton, Newcastle upon Tyne NE12 8BS
(11 - 18)
Required for 1st September 1985 for one year only to replace a teacher on secondment.
Scale 1 TEACHER of ART and CERAMICS to C.S.E./16plus Examination Level throughout this Community High School.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, age, race or marital status. (03975) 131222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
CITY SCHOOL
Strarbroke Road, Sheffield S13 8BE
Scale 1
A teacher of Art is required for one term to teach Fine Art to students in years 9, 10, 11 and 6th Form.
Please Tel: 0742 398571 for details before applying.
Closing date: 15th July 1985. (03768) 131222

SECONDARY COMPUTER STUDIES continued

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST JOSEPH'S COLLEGE
RC Voluntary Aided, 13 - 19 girls comprehensive school
1364 on roll including 213 in the sixth form
Required for January 1986 or September 1985 if possible, a permanent teacher of Computing (IT). The successful candidate will be required to develop computer education and information technology, promote computing across the curriculum courses and advising colleagues on the use of computers across the curriculum.
A Scale 2 post is available for a suitable experienced applicant.
Further details and application forms (see please) may be obtained from the Headteacher, St. Joseph's College, Bradford, West Yorkshire BD8 7AP to whom completed forms should be returned by 17 July 1985.
Reference ET 77285/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (15776) 132020

BROMLEY
LONDON BOROUGH OF BROMLEY
BULLERS WOOD SCHOOL FOR GIRLS
St Nicolas Lane, Chislehurst, Kent BR7 5LJ
Tel: 01-467 2280
980 Girls (160 in Sixth Form)
Required for September 1985 or January 1986 a graduate teacher with a background in the Physical Sciences or Technology, an interest in Computer Education and the ability to teach 'A' level Computer Studies. A Scale 2 or 3 is available for a suitably qualified candidate.
Further details and application forms available from the Headmistress at the school, to whom completed forms should be returned by 16th July 1985. (15761) 132020

MID GLAMORGAN
COUNTY COUNCIL
TAFF ELY DISTRICT
NEWMAN R.C. COMPREHENSIVE SCHOOL
Dynea Road, Rhydyfelin, Pontypridd
TEACHING STAFF VACANCIES
Required as soon as possible: Teacher qualified to teach Computer Studies/Mathematics. Interest in assisting the development of C.P.V.E. Initially Scale 1 for suitably qualified and experienced teacher.
Application forms and further particulars available from the Clerk to the Governors, Newman R.C. Comprehensive School, Dynea Road, Rhydyfelin, Pontypridd, Mid Glamorgan, on receipt of a stamped, addressed envelope, to be returned by Friday, 19th July, 1985.
LYNDON RICHARDS District Education Officer. (08104) 132020

ESSEX
RICKETSONES SCHOOL
Conrad Road, Witham
Tel: 0376 515756
(Roll 787)
COMPUTER STUDIES, Scale 1
Required for January, sooner if possible, to teach up to 'A' level, to encourage computer awareness across the curriculum. Ability to help in Maths Department also desirable.
Apply to the Headteacher at the school for further details and an application form (foolscap s.a.e. please). (08709) 132022

HAVERING
LONDON BOROUGH OF HAVERING
ASHLYNS SCHOOL
Ashlyns Close, Hornchurch RM11 3HB
Tel: Hornchurch 40304
(Roll 966 Mixed)
Headteacher: Mr D.J. Newman, M.A.
Wanted for January 1986, a graduate Scale 1, to teach Computer Studies at CSE, 'O' and GCSE levels, including a new Computer Applications (made 3 CSE) and Computer Science to London 'A' level.
This TVEI School has a well equipped computer laboratory with (at present) nine BBC Model B microcomputers, two Apple IIe computers and many peripherals. The successful candidate would be expected to take an active part with the further development of computing within the school.
The vacancy is exempt from the Staff Commission Ring Fence Policy Procedures. However, applications from employees of the GLC or MCC's with relevant experience will be welcome.
Letter of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (08486) 132022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
TEDDINGTON SCHOOL
(mixed comprehensive)
Requires a Scale 1 teacher of GEOGRAPHY AND INFORMATION TECHNOLOGY from September.
For details please refer to 'Geography' posts. (03797) 132022

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
ST. MARY'S COLLEGE
Wallasey Village, Wallasey, Wirral
11 - 18 V.A. Comprehensive, R.C. 1650, Sixth Form 190
Required for September 1985 Scale 1 Teacher of Computer Education.
To join a strong and well resourced department.
Applications should be submitted immediately by letter with curriculum vitae, the names of two professional referees and contact telephone numbers. (08178) 132022

Craft, Design & Technology

Heads of Department

CAMBRIDGESHIRE
Equal Opportunity Employer
Required for September 1985 or January 1986, HEAD OF C.D.T. (Scale 3) to be appointed to the L.E.A. and seconded to St. Bede's R.C. Comprehensive School (11 - 16) for an indefinite period.
The teacher appointed will be one of the L.E.A.'s Specialist Teachers of unstacked C.D.T. staff who are responsible for curriculum development in Design and Technology. This is a challenging position for an energetic and committed teacher.
Letters of application with full c.v. and names and addresses of two referees to Tom Lee, the Headteacher (Ref. 3), St Bede's R.C. School, Birdwood Road, Cambridge CB1 3TD (Closing date Monday 15th July). (15747) 132118

Scale 1 Posts

AVON COUNTY
DOWNEND SCHOOL
North View, Staple Hill, Bristol BS16 5RX
Required from 9th September 1985, Teacher of Computer Studies to cover maternity leave. Post suitable for a recently qualified teacher. There are established and 'A' level courses. Fixed term contract to 31st December 1985.
Further details from (see please), and letters of application to the Headteacher immediately giving full c.v. and names of two referees.
Avon is an equal opportunities employer. (08115) 132022

BEDFORDSHIRE
NORTHERN AREA
STRATTON UPPER SCHOOL
Stratton Road, Biggleswade SG18 8JP
Headmaster: Mr B. Forman
Tel: Biggleswade (0767) 312745
(13 - 18 co-educational Comprehensive Upper School. Numbers on Roll: 1,000
Required for the Autumn term of 1985 only a temporary Teacher of Computer studies to CSE, O plus A-levels. Scale 1. A Scale 2 post is available for a suitable applicant.
Application forms and further details from the Headmaster, s.a.e. please. (13681) 132022

BERKSHIRE
BULMERSHE SCHOOL
Chequers Way, Woodley, Reading
Scale 1 Teacher of Mathematics and Computer Studies. See advertisement under Mathematics Scale 1.
Closing date: July 15th.
An Equal Opportunity Employer. (08603) 132022

BUDDING TAX EXPERTS see Levy Gee in the Miscellaneous section. (03358) 132022

DERBYSHIRE
See Derbyshire Display section post reference NE/08431. Page 52. 132022

ESSEX
RICKETSONES SCHOOL
Conrad Road, Witham
Tel: 0376 515756
(Roll 787)
COMPUTER STUDIES, Scale 1
Required for January, sooner if possible, to teach up to 'A' level, to encourage computer awareness across the curriculum. Ability to help in Maths Department also desirable.
Apply to the Headteacher at the school for further details and an application form (foolscap s.a.e. please). (08709) 132022

HAVERING
LONDON BOROUGH OF HAVERING
ASHLYNS SCHOOL
Ashlyns Close, Hornchurch RM11 3HB
Tel: Hornchurch 40304
(Roll 966 Mixed)
Headteacher: Mr D.J. Newman, M.A.
Wanted for January 1986, a graduate Scale 1, to teach Computer Studies at CSE, 'O' and GCSE levels, including a new Computer Applications (made 3 CSE) and Computer Science to London 'A' level.
This TVEI School has a well equipped computer laboratory with (at present) nine BBC Model B microcomputers, two Apple IIe computers and many peripherals. The successful candidate would be expected to take an active part with the further development of computing within the school.
The vacancy is exempt from the Staff Commission Ring Fence Policy Procedures. However, applications from employees of the GLC or MCC's with relevant experience will be welcome.
Letter of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (08486) 132022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
TEDDINGTON SCHOOL
(mixed comprehensive)
Requires a Scale 1 teacher of GEOGRAPHY AND INFORMATION TECHNOLOGY from September.
For details please refer to 'Geography' posts. (03797) 132022

BERKSHIRE
BULMERSHE SCHOOL
Chequers Way, Woodley, Reading
Scale 1 Teacher of Mathematics and Computer Studies. See advertisement under Mathematics Scale 1.
Closing date: July 15th.
An Equal Opportunity Employer. (08603) 132022

BUDDING TAX EXPERTS see Levy Gee in the Miscellaneous section. (03358) 132022

DERBYSHIRE
See Derbyshire Display section post reference NE/08431. Page 52. 132022

HAVERING
LONDON BOROUGH OF HAVERING
MARSHALLS PARK SCHOOL
Havering Drive, Romford RM1 4BB
Tel: Romford 64134
(Roll 1346 Mixed)
Headteacher: Miss K.M. Phillips, B.A. (Hons), M.Phil.
Required for January 1986, Teacher for developing the Craft and Design Element in Progressive approach to craft based skills project is desirable. Suitably qualified candidates will be given a Scale 2. Other recently qualified applications also considered.
This vacancy is exempt from the Staff Commission Ring Fence Policy procedure. However applications from employees of the GLC or MCC's with relevant experience will be welcome.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (08424) 132150

HERTFORDSHIRE
ROUNDWOOD PARK SCHOOL
Harpenden, AL5 3AE
Group 1
Required for September in this 6fe, 11 - 18 mixed, all-ability school (sixth form 150), a well qualified Teacher of Technical subjects, with particular strength in graphic communications, but with the ability to contribute to the full range of work in the developing department, including 'O' and 'A' level Technology. A full range of workshops and equipment (including microcomputers) is available and the School is a founder participant in the Hertfordshire Engineering Project/Industry Trust Scheme. Scale 1 or 2 post for suitably qualified and experienced candidate. Outer Fringe Allowance.
Applications by letter with cv and the names and addresses of two referees as soon as possible. (03785) 132180

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SIR JONATHAN NORTH COMMUNITY COLLEGE
Girls School, Knighton Lane East, Leicester LE2 3FU
(11 - 16 Secondary)
Roll 790
CRAFT DESIGN TECHNOLOGY SCALE 1/2
Required 28th August teacher of C.D.T. (Scale 1 or 2 according to experience). This is a new post offering an opportunity for an imaginative teacher to assist in important developments within an established and growing department. Willingness to offer a variety of lower school design options required leading to GCSE CDT courses. Ability to teach some science subject.
Please contact the Head-teacher for further details and application forms (SAE). (09101) 132120

LONDON
ST. PAUL's R.C. (mM) Wickham Lane, SE2 0XX
Tel: 3113868
(Roll 545)
(Headmaster: Mr A.E. Scanlan)
Required for September 1985, Art Teacher, part-time (2 days) only.
The school is well disciplined with a good academic intake situated in the pleasant woodland area on the borders of London and Kent. (15784) 132120

Scale 1 Posts

BERKSHIRE
BULMERSHE SCHOOL
COMPREHENSIVE SCHOOL
Chequers Way, Woodley, RG5 4NR
Tel: 1496
Required September 1985 two teachers, Scale 1, with enthusiasm and flair to work in the C.D.T. department of the design team. This post offers invaluable experience for someone wishing to make a career in this area. Interest in motor mechanics essential for one post.
Application form and further details from the Headteacher (SAE). Closing date: 15th July.
An Equal Opportunity Employer. (08202) 132122

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
BEACONSFIELD SECONDARY SCHOOL
Required September, 1985, full-time Assistant Teacher, specialising in Craft and Art.
See Secondary Art and Design. Scale 1. (03088) 132122

LONDON
WESTMINSTER CITY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
PIMLICO SCHOOL
DISTRICT
LUPUS STREET
COMPREHENSIVE SCHOOL
Required as soon as possible, qualified Teacher of Design, Craft and Technology for successful candidate will join a large and well established Craft Department and will initially be responsible for teaching a well established Mode 1 Automobile Mechanics Course. Candidates having a genuine interest and knowledge of the proposed technology courses would be at an advantage. This post will be Scale 2 or 3 for a suitably experienced and qualified candidate, but newly qualified teachers are also welcome to apply.
Application forms to be returned by 19th July, 1985 obtainable on receipt of a stamped, addressed foolscap envelope from the Secretary, Education Officer, District Education Office, Carpenters Road, Yatrad Mynach, Hennesy.
Canvassing will disqualify.
K.S. Hopkins, Director of Education. (12095) 132120

MID GLAMORGAN
COUNTY COUNCIL
EDUCATION COMMITTEE
TEACHING STAFF
BRYNMAWR VALLEY DISTRICT
BRYNMAWR COMPREHENSIVE SCHOOL
Required as soon as possible, qualified Teacher of Design, Craft and Technology for successful candidate will join a large and well established Craft Department and will initially be responsible for teaching a well established Mode 1 Automobile Mechanics Course. Candidates having a genuine interest and knowledge of the proposed technology courses would be at an advantage. This post will be Scale 2 or 3 for a suitably experienced and qualified candidate, but newly qualified teachers are also welcome to apply.
Application forms to be returned by 19th July, 1985 obtainable on receipt of a stamped, addressed foolscap envelope from the Secretary, Education Officer, District Education Office, Carpenters Road, Yatrad Mynach, Hennesy.
Canvassing will disqualify.
K.S. Hopkins, Director of Education. (12095) 132120

SURREY
EDUCATION COMMITTEE
NORK PARK SCHOOL
Tattenham Crescent, Epsom
(13 - 18 Mixed Comprehensive)
NON 1791 including 84 in Sixth Form)
Scale 3 CDT teacher required for September 1985 or January 1986. Able to teach in wood, metal and plastics from design problem solving approach. Experience in graphic communication, computer graphics and control technology an advantage.
Application form and further details from Headteacher Burgh Heath 59103. (08337) 132120

Scale 2 Posts and above

BEXLEY
LONDON BOROUGH
BEXLEYHEATH SCHOOL
Crahain Road, Bexleyheath, Kent DA6 7DA
Tel: 01-303 5696
(Roll 1700 Mixed)
Required for September 1985 for this large, all-ability school, a teacher of Technology/CDT. Scale 1 or 2 according to experience). This is a well established department with a variety of curriculum initiatives under way, to develop the new technologies. An interest in developing courses in electronic welcomed.
Apply immediately by letter to the Head of the School, giving curriculum vitae and quoting 2 referees. Please enclose s.a.e. foolscap a.s.e. for further information. (08556) 132120

County of Cleveland

An equal opportunities employer
CLOSING DATE: 15TH JULY, UNLESS OTHERWISE STATED.
Application forms and further details for the undermentioned posts obtainable from and returnable to the Head Teacher at the school. Applications by letter should include details of education, training, qualifications and experience, together with the names and addresses of two referees. Financial assistance with household removal expenses may be available in approved cases.

All posts are for September, 1985.

SECONDARY SCHOOLS

ENGLISH MARTYR R.C. (AIDED) SCHOOL, (11 - 18 mixed comprehensive, 1094 on roll), Catcote Road, Hartlepool, Cleveland TS25 4HA (Telephone Hartl

SECONDARY ENGLISH
continued

ENFIELD
LONDON BOROUGH OF ENFIELD
ST. IGNATIUS COLLEGE (UPPER SCHOOL)
Turkey Street, Enfield, Middx. EN1 4NF
R.C. Voluntary Aided Comprehensive School for Boys (13 - 18) conducted by Jesuit Fathers. (Roll 730)
Required for September 1985, graduate to carry out ENGLISH part-time (0.7). Ability to help with Drama an advantage. Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowance, £678.
Letters of application with full curriculum vitae and names of two referees should be sent direct to the Reverend Headmaster.
An equal opportunity employer. (08308) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
BROOMFIELD SCHOOL
Mixed 11-16 comprehensive (Group 12. Roll (initially) 1,400
required for September 1985, an enthusiastic teacher of ENGLISH (Scale 1) to join a large, active department. There are well-established courses to C.S.E., G.C.E. 'O' and 'A' levels. The school is operating in September (following amalgamation) of the Arnos and Kitchenden Schools. It will be on both sites for two years after which it will be on the Arnos site. The school is well-equipped and has excellent facilities including its own playing fields and sports hall.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowance, £678.
Application forms and details (large SAE) obtainable from the Assistant Deputy-Head, at Arnos School, Wilmer Way, Southgate, London N14. Closing date: 30th July 1985.
An equal opportunity employer. (08633) 132429

ESSEX
THE BRAMPTON SCHOOL
Spinks Lane, Witham CM8 1EP
Tel: (0376) 512081
(Roll 1300 : 11 - 18 Mixed Comprehensive)
TEMPORARY TEACHER OF ENGLISH, Scale 1
For Autumn Term only (1 term) to cover secondment to join large thriving department.
Please write or telephone the Headteacher (foolscap s.a.e. please).

KING JOHN SCHOOL
Shipwrights Drive, Thundersley, Benfleet
Tel: Southend 558284
(Roll 1250 : 11 - 16 Comprehensive)
ENGLISH, Scale 1
Courses up to GCE 'O' level. Well established department.
Apply by telephone to the school as soon as possible and, in writing, to the Headteacher (foolscap s.a.e. please).

ST. ANSELM'S SCHOOL
Ghyllgrove, Basildon SS14 2LA
Tel: Basildon (0268) 281234
(Roll 750)
TEACHER OF ENGLISH, Scale 1 (plus Fringe Allowance)
Required for September, 1985. Possibility of examinations work. Catholic preference. School run by De La Salle Brothers.
Applications with c.v. and two referees to the Headteacher, (foolscap s.a.e. please), (12095) 132422

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
LAKERS SCHOOL,
Berry Hill, Coleford
Required from September 1st, for this new 11 - 16 Comprehensive School:
1. A Teacher for English to examination level and Special Needs.
2. One temporary, fixed-term post for one year, for English and Drama.
Apply by letter, enclosing names and addresses of two referees, to the Head Designate, Lakers School, c/o The Royal Forest of Dean Grammar School, Coleford, Glos. Please including a telephone number if possible.
(08038) 132422

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Stanmore, Middlesex HA8 6AN
Tel: 01-958 8595
A temporary teacher of ENGLISH (Scale 1) is required from September at this mixed comprehensive for students aged 13 - 16. The teacher appointed will also be required to teach some DRAMA in the Lower School and to contribute to a tutorial programme of personal and social education. The appointment is for 1 term initially to cover maternity leave. Canons is committed to non-sexist/anti-racist teaching and to developing policies for multi-cultural and equal opportunities education.
Informal visits are welcome and may be arranged by telephone.
Please apply by letter to the Headteacher, enclosing a curriculum vitae. The closing date is 12th July.
Outer London Allowance is payable.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER
(08612) 132422

HERTFORDSHIRE
BARCLAY SCHOOL
Walkern Road, Stevenage
(Un-ability 11 - 18, mixed school on roll)
Required for September a full-time, or possibly part-time teacher to join the English Department of this school to teach across the ability range.
Further details of the post and of the school are available from the Headmaster (Tel: Stevenage 354753).
Letters of application together with the names of two referees should be sent to him at the school as soon as possible. (12686) 132429

HILLINGDON
LONDON BOROUGH OF HILLINGDON
EVELYNS SCHOOL
Appletree Avenue, Yiewsley, West Drayton, Middlesex UB7 8LX
(Number on roll: 706 63 in sixth form)
Headteacher: K.E.R. Bryant, B.Sc
ART
Scale 1 Art teacher required for September 1985 in this 11 - 18 comprehensive school. Art to continue to all pupils in years 1 - 3 and as an option to CSE or 'O' level in years 4 and 5. 'A' level is taken in the Sixth Form. An interest in photography would be an advantage.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (08032) 132422

HILLINGDON
LONDON BOROUGH OF HILLINGDON
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon, Uxbridge, Middlesex UB10 9EX
(Number on roll: 793 65 in sixth form)
Headteacher: M.W. White, M.A. B.Sc
Required for September 1985 a qualified Scale 1 Teacher of English and Drama to join a lively and innovative department. Some classes will include Junior Drama and English. Examination work. Enthusiasm for a wide range of extra-curricular activities including production would be necessary.
Abbotsfield is an 11 - 18 Comprehensive School for Boys which shares a purpose built sixth form block with Hewenden Sports school on the same site.
Please apply in the first instance by letter to the Head and list the names and addresses of two referees. Closing date: 12 July 1985.
Outer London Allowance Payable. (08033) 132422

KENT
CRANBROOK SCHOOL
Kent TN17 3JD
For September, for one year, a well-qualified teacher of English, Scale 1. Plenty of lively and intelligent teaching in this Voluntary Aided Upper School of 750 pupils with 350 boarders and 300 Sixth Formers. Interest in Drama. Form teaching, although preferred, is not essential.
Please write for further information and application form to the Headmaster (Secretary, Cranbrook School, Cranbrook, Kent TN17 3JD, or Tel: (0580) Cranbrook 712854. (03685) 132422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SIR JONATHAN NORTH COMMUNITY COLLEGE
Girls School, Knighton Lane East, Leicester LE2 5FU
(11 - 16 Secondary)
Roll 780
ENGLISH SCALE 1
Required 28th August temporary for 2 years to cover secondment. English teacher Scale 1.
Please contact the Headteacher for further details and application (SAE). (09104) 132422

NORFOLK
SWINDON HIGH SCHOOL
Downs Road, Hunstanton
(Group 12) Roll: 980
Mixed 11 - 16 Years
Required September, 1985
Scale 1 - English with Drama
Apply by letter, giving names of two referees and curriculum vitae, to the Headmaster from whom further particulars are obtainable (s.a.e. please). Closing date: 17th July, 1985. (13657) 132422

NORFOLK
SHERINGHAM HIGH SCHOOL
Holt Road, Sheringham, Norfolk NR26 8ND
Group 9 All-ability mixed 11 - 16
N.O.R. 640
Required for September 1985, Scale 1 Teacher of English. This post is suitable for a 1st appointment.
Applications by letter and curriculum vitae as soon as possible to the Headteacher at the school. (13658) 132422

OXFORDSHIRE
COUNTY COUNCIL
LORD WILLIAM'S SCHOOL
Oxford Road, Thame OX9 3AQ
(11 - 19 mixed comprehensive; 1,900 in three federal schools; 380 in sixth form)
Required for September for one year only a temporary Teacher of ENGLISH to join a large and lively department. The successful applicant will be required principally in the 11 - 14 age range.
Applications should be made as soon as possible to the Acting Principal, enclosing a curriculum vitae and the names and addresses of two referees SAE please. (08588) 132422

OXFORDSHIRE
COUNTY COUNCIL
THE CHENIES SCHOOL & COMMUNITY CENTRE
Love Lane, Watlington, Oxford
Group 10
11 - 16 N.O.R. 900
Required September 1985 temporary initially with possibility of becoming a permanent teacher of ENGLISH to all levels to work in the Faculty of Man and the Creative Arts. Sympathy with an integrated approach to learning and, preferably, keen interests in other areas of the Creative Arts curriculum (Arts, Drama, Dance, Music and Photography).
Apply in writing, as a matter of urgency, to the Headteacher. SAE. Please indicate views will be heard on Monday 15th July 1985.
(08589) 132422

SHROPSHIRE
EDUCATION COMMITTEE
THE WAKEMAN SCHOOL
Shrewsbury Forgeate, Salop SY3 8AA
Two temporary Scale 1 teacher of English required for the autumn term only. Application form and details from the Head (SAE). (13568) 132434

STOCKPORT
REQUIRED FOR SEPTEMBER 1985
TEACHER of ENGLISH
Scale 1 Ref. 2742
MARPLE HALL HIGH SCHOOL
Seal Road, Sandy Lane, Bredbury, Stockport SK6 2DZ
Tel: 061-430 1042
A suitably qualified and experienced teacher required to teach English across the ability range. Advanced level teaching may be available for a suitably qualified candidate. Graduate preferred.
Application forms and further details obtainable from and returnable to the Headteacher, quoting reference by 17th July 1985.
An Equal Opportunities Employer. (03884) 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SECONDARY EDUCATION
HAINAULT HIGH SCHOOL
Manford Way, Chigwell, Essex IG7 4JP
Tel: J.I. Westbury M.Ed. Dip.Th.
Required for September 1985: a Teacher of English to work with years 1 - 6 at this mixed split-site 11 - 18 comprehensive school.
There is the possibility of A-level work, and an interest in developing cross-curriculum work options at 16plus and A-level would be an advantage.
The post is on Scale 1 with Outer London Allowance.
Applications from employees of the GLC and MCC's with relevant experience will be welcome.
Please apply in writing to the Head as soon as possible, giving details of qualifications and the names and addresses of two professional referees. (03894) 132422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
CHURCHFIELDS HIGH SCHOOL
(11 - 18 Comprehensive)
Required for September 1985:
ENGLISH Scale 1.
To join a successful and innovative Department. Interest in Community Education and commitments. Multi-cultural education are entailed in this post. Application forms and further details available from and returnable to Head Teacher, Church Vale, West Bromwich, West Midlands. Closing date 15th July 1985.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (03904) 132422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
DARTMOUTH HIGH SCHOOL
(11 - 18 Comprehensive)
Required for September 1985.
ENGLISH Scale 1.
Temporary one term post.
Teacher appointed will also be expected to contribute to 11th skills in the Lower School.
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Wilderness Lane, Great Barr, Birmingham.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (13699) 132422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
DARTMOUTH HIGH SCHOOL
(11 - 18 Comprehensive)
Required for September 1985.
ENGLISH AND WORK Scale 1
To be appointed will teach English and contribute to a number of subjects under the aegis of the Remedial Department.
Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Wilderness Lane, Great Barr, Birmingham. APPLY IMMEDIATELY.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (08716) 132422

SHROPSHIRE
EDUCATION COMMITTEE
THE WAKEMAN SCHOOL
Shrewsbury Forgeate, Salop SY3 8AA
Two temporary Scale 1 teacher of English required for the autumn term only. Application form and details from the Head (SAE). (13568) 132434

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road, Dartford DA1 1QE
Roll 1,500 (Mixed) 11 - 18
Wide Ability
Required September, Graduate teacher of English. Course up to C.S.E., G.C.E. 'O' and 'A' level. Ability to offer some Modern Language advantageous. P.G.C.E. Students considered. Friendly atmosphere. Pleasant site on our skirts of Dartford with easy access to London and Kent coast and countryside. Please apply to the Headmaster with full curriculum vitae, s.a.e. and names of two referees.

WEST SECONDARY SCHOOL FOR BOYS
Highfield Road, Dartford, Kent DA1 2LZ
Group 8 (Roll 506)
Teacher for English from September. Scale 1. Fringe Allowance applicable for first appointment.
Applications by letter with full details to Headmaster.

GRAVESHAM DIVISION
LONGFIELDS SCHOOL FOR GIRLS
Hall Road, Northfleet, Kent DA11 8AG
Roll: 980
Required in September, 1985, a teacher (Scale 1) to join the English Department, to teach English mixed-ability grouping and to C.S.E. and 'O' level, and to teach some Drama.
We seek a well qualified enthusiastic teacher who will make a valuable contribution to the life and work of the school.
The school is a High School under the Kent Reorganisation Scheme, with a comprehensive intake at 11+, transfer of pupils to Upper Schools at the end of the 8th year. It is in a pleasant residential area, and is well equipped, with good facilities.
Applications by letter to the Headmistress, giving full curriculum vitae and the names and addresses of two referees. S.A.E. please. Closing date 15th July, 1985.

SWANLEY SCHOOL
St. Mary's Road, Swanley BR8 7TE
Tel: 0322 63931
Headmaster: Douglas Macildowie, B.A.
This is an established large comprehensive school with a full range intake, mixed, 11 - 18. London Fringe Allowance.
Required in September for one term a full-time teacher of ENGLISH.
Application is by letter to the Headmaster giving c.v. and naming referees. (08547) 132422

NORFOLK
SHERINGHAM HIGH SCHOOL
Holt Road, Sheringham, Norfolk NR26 8ND
Group 9 All-ability mixed 11 - 16
N.O.R. 640
Required for September 1985, Scale 1 Teacher of English. This post is suitable for a 1st appointment.
Applications by letter and curriculum vitae as soon as possible to the Headteacher at the school. (13658) 132422

SURREY
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
Ruxley Lane, West Ewell, Surrey
Mixed comp. 12 - 18, 790 plus 90 6th form
Required, September 1985, Temporary Scale 1 teacher of ENGLISH for the Autumn Term.
Please telephone the School for further details (01-397 0471) but meanwhile send C.V. with details of 2 referees to the Headteacher. (08351) 132422

WALSALL
TEACHER of ENGLISH Scale 1
Required at Joseph Leckie Comprehensive School, Chuckery Road, Walsall from September 1985 to work in a high quality Department. Informal observations exist to teach across the ability range. Suitable for a recently qualified graduate.
Application forms and S.A.E. to the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DG or Tel: (0922) 21244, Ext. 2553.
Closing Date: 15.7.1985.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
Walsall is an Equal Opportunities Employer. (08405) 132422

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
ST JOSEPH'S COLLEGE
RC Voluntary Aided 11 - 19 Girls Comprehensive school.
Roll including 512 in 6th 894 on Roll including 512 in the 6th form.
Required for 1 September 1985 an enthusiastic specialist teacher of Geography. Scale 1 to join a well established department. Competence in mainstream and 'A' level work essential. Interest in fieldwork would be an advantage. Some flexibility in form work is possible for a suitably qualified candidate.
Application forms and further details of the post are available from the Head teacher (see please) St Joseph's College, Bradford Road, Bradford BD8 7AP. Closing date for applications 17 July 1985.
Reference ET 771857/28.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, religion or disability, unless otherwise stated. (13699) 132422

Geography

Scale 2 Posts and above

HOUNSLOW
LAMPTON SCHOOL
Lampton Avenue, Hounslow TW3 4EE
Head Teacher: Mr D.M. Jordan, B.Sc., Ed.
Co-educational 830 pupils 11 - 19 comprehensive)
Required for January, 1986 (or earlier if available) a teacher of Geography and History (Scale 2) to take responsibility for the development of the junior school curriculum and, in particular, to relate what is taught in the first two years to the primary schools' humanities curriculum.
Both History and Geography are taught throughout the age and ability range up to 'A' level.
The successful candidate will join a team of four other teachers of History and Humanity and will be expected to play a full part in organising the programme of visits and field study courses associated with the teaching of these subjects.
This is a very demanding post which presents an opportunity for a lively and conscientious teacher.
Letters of application should be addressed in the first instance to the Headteacher, giving details of qualifications and names and addresses of two referees (s.a.e. foolscap, please).
LONDON ALLOWANCE: £678
CLOSING DATE: 18th July 1985
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (08575) 132422

Scale 1 Posts

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Cherry Tree Grove, Church Hill, East Barnet, Herts. EN4 8PU
Co-educational Comprehensive. Roll 1080.
Near Coppetts Wood station and New Barnet B.R. station.
Required September 1985, qualified graduate to teach GEOGRAPHY Scale 1 Upper and Lower School (Scale 2). Interest in fieldwork essential.
In approved cases assistance may be given towards the payment of removal expenses for approved applicants.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. please. (08319) 132422

STOCKPORT
REQUIRED FOR SEPTEMBER 1985
TEACHER of ENGLISH
Scale 1 Ref. 2742
MARPLE HALL HIGH SCHOOL
Seal Road, Sandy Lane, Bredbury, Stockport SK6 2DZ
Tel: 061-430 1042
A suitably qualified and experienced teacher required to teach English across the ability range. Advanced level teaching may be available for a suitably qualified candidate. Graduate preferred.
Application forms and further details obtainable from and returnable to the Headteacher, quoting reference by 17th July 1985.
An Equal Opportunities Employer. (03884) 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SECONDARY EDUCATION
HAINAULT HIGH SCHOOL
Manford Way, Chigwell, Essex IG7 4JP
Tel: J.I. Westbury M.Ed. Dip.Th.
Required for September 1985: a Teacher of English to work with years 1 - 6 at this mixed split-site 11 - 18 comprehensive school.
There is the possibility of A-level work, and an interest in developing cross-curriculum work options at 16plus and A-level would be an advantage.
The post is on Scale 1 with Outer London Allowance.
Applications from employees of the GLC and MCC's with relevant experience will be welcome.
Please apply in writing to the Head as soon as possible, giving details of qualifications and the names and addresses of two professional referees. (03894) 132422

SURREY
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
Ruxley Lane, West Ewell, Surrey
Mixed comp. 12 - 18, 790 plus 90 6th form
Required, September 1985, Temporary Scale 1 teacher of ENGLISH for the Autumn Term.
Please telephone the School for further details (01-397 0471) but meanwhile send C.V. with details of 2 referees to the Headteacher. (08351) 132422

WALSALL
TEACHER of ENGLISH Scale 1
Required at Joseph Leckie Comprehensive School, Chuckery Road, Walsall from September 1985 to work in a high quality Department. Informal observations exist to teach across the ability range. Suitable for a recently qualified graduate.
Application forms and S.A.E. to the Director of Education, Education Department, Civic Centre, Darwall Street, Walsall WS1 1DG or Tel: (0922) 21244, Ext. 2553.
Closing Date: 15.7.1985.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
Walsall is an Equal Opportunities Employer. (08405) 132422

SECONDARY GEOGRAPHY
continued

BROMLEY
LONDON BOROUGH OF BROMLEY
COOPERS SCHOOL
Hawkswood Lane, Chislehurst, Kent BR7 5PS
Required for September 1985, a graduate teacher of Geography able to offer some English with the junior part of the school. Scale 1 post.
This is a Six form entry comprehensive co-educational school.
Apply (no forms) by letter including c.v. to the Headmaster at the school by 15th July 1985. (13755) 132422

ESSEX
THE GREENSWARD SCHOOL
Greensward Lane, Hockley SS5 5QS
Tel: Southend 202571
(Roll 1100)
GEOGRAPHY TEACHER, Scale 1 Required to teach throughout the school.
Letter of application with curriculum vitae directly to the Headteacher (foolscap s.a.e. please).

TORELLS SCHOOL
Beulah Road, Colchester
Tel: 0375 71351
(Roll 740)
TEACHER OF GEOGRAPHY, Scale 1
Required for September, for one term, to 'O' level and Humanities in Lower School.
Letter of application and c.v. to Headteacher (foolscap s.a.e. please). (08715) 132422

CROYDON
LONDON BOROUGH OF CROYDON
SYLVAN HIGH (M)
Mayberley Road, London SE19 2JH
Tel: 01-771 2361
Tenable September 1985
A Geographer is required to teach up to 'O' level as essential. An ability to teach a second subject to non-examination level will also be required.
Further details obtainable from the Head Teacher at the School.
Salary - Burnham Scale: 1 With London Area Allowance.
This post is exempt from LMCSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (08644) 132422

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
SIR THOMAS RICH'S SCHOOL
Oakleaze, Gloucester
(Boys 11 - 18, 1,020 on roll)
Required from 1st September 1985 - autumn term only, teacher of Geography and Geology up to 'A' level. Help with Junior R.E. an advantage.
Apply by letter to Headmaster, with CV and names of two referees, from whom further details are available. S.A.E. (08525) 132422

HEREFORD AND WORCESTER
COUNTY COUNCIL
LADY HAWKINS SCHOOL
Kington, Herefordshire HR5 3AS
(An 11 - 18 Rural Comprehensive School, 450 on roll)
Required for September, 1985. Scale 1 or enthusiastic graduate to teach Geography and Environmental Studies. The ability to offer one or more of economics, social studies or drama would be helpful.
Please apply by letter and curriculum vitae to the Headmaster, from whom further details are available (S.A.E. please). (13332) 132422

HERTFORDSHIRE
SEDWELL SCHOOL
Telford Avenue
Group 10
11 - 18, Co-educational Comprehensive School
Required for September 1985 for one year a Scale 1 teacher of Lower School Geography and History.
Apply immediately to the Head with the names and addresses of two referees. (12645) 132422

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HULL DIVISION
MARKET WEIGHTON HIGH SCHOOL
James Nicklin Avenue, Hull
Head: J. Andrews, B.A.
Required for September, a teacher of GEOGRAPHY Scale 1, to join this successful and developing department. A part-time appointment could be considered.
This is a 13 - 18 co-educational comprehensive school.
Application forms and further details available from the Head (s.a.e. please) should be returned by 17th July. (12625) 132422

KENT
TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL
(Voluntary Aided Grammar School of 660 boys, 180 in Sixth form)
Required for September 1985, a Graduate to teach GEOGRAPHY throughout the School to A' level. An interest in Geology or knowhow to assist with sport, including Rugby football, would be a recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PH, enclosing curriculum vitae, statements of interests and naming two referees. (12676) 132422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BIRKDALE HIGH SCHOOL
Birkdale Road, Dewsbury WF12 7HD
(Roll 1037)
Required for September 1985 a Scale 1 teacher of GEOGRAPHY to SCALE 1 to join the Humanities Department in this multicultural 14 - 16 comprehensive school. The successful applicant will join a developing department, and there will be opportunities for the development of varying ability including interests and naming two referees. (12676) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SURVEY GRAMMAR SCHOOL
Folkestone
Tel: Folkestone 52131
Required for September 1985, a temporary teacher of GEOGRAPHY for one term, capable of teaching O-level. Ability to contribute to Games and/or General Studies programme an advantage.
Apply by letter to the School as soon as possible with curriculum vitae and names of two referees. Further details are available (S.A.E. or telephone).

CANTERBURY DIVISION
HERNE BAY SECONDARY SCHOOL
Temporary Scale 1 teacher of Geography/History (qualified teacher required) for September 1985.
Letter of application/curriculum vitae and the names of two professional referees (the headmaster at present in charge) and addressees of two referees, to the Headteacher at the school, Beltcheston Road, Herne Bay, Kent CT6 7JJ. (08548) 132422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BIRKDALE HIGH SCHOOL
Birkdale Road, Dewsbury WF12 7HD
(Roll 1037)
Required for September 1985 a Graduate to teach GEOGRAPHY throughout the School to A' level. An interest in Geology or knowhow to assist with sport, including Rugby football, would be a recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PH, enclosing curriculum vitae, statements of interests and naming two referees. (12676) 132422

LONDON
SACRED HEART HIGH SCHOOL
212 Hammersmith Road, London W6 7DG
Girls R.C. Voluntary Aided Comprehensive School
11 - 18 years. Roll: 550
Required September part-time teacher (.5) for Geography to share teaching in years 7 - 8.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headteacher at the school. (03870) 132422

CANTERBURY DIVISION
HERNE BAY SECONDARY SCHOOL
Temporary Scale 1 teacher of Geography/History (qualified teacher required) for September 1985.
Letter of application/curriculum vitae and the names of two professional referees (the headmaster at present in charge) and addressees of two referees, to the Headteacher at the school, Beltcheston Road, Herne Bay, Kent CT6 7JJ. (08548) 132422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BIRKDALE HIGH SCHOOL
Birkdale Road, Dewsbury WF12 7HD
(Roll 1037)
Required for September 1985 a Graduate to teach GEOGRAPHY throughout the School to A' level. An interest in Geology or knowhow to assist with sport, including Rugby football, would be a recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PH, enclosing curriculum vitae, statements of interests and naming two referees. (12676) 132422

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON AS AN EQUAL OPPORTUNITIES EMPLOYER
MICHAELS LODGE HIGH SCHOOL
Lake Road, Wimbledon, London SW19 7HR
Tel: 01-946 2208
Head: Miss H.D. Whale, M.A.
Required from 13 - 18 years
No: on roll: 820 in the 6th form)
Required from September, 1985. A part-time GEOGRAPHY teacher for the 16 plus and 'O' level Examinations. The ability to offer some contribution to the development of Social Science courses within the school would be an advantage.
Applications at once to the Headmistress sending curriculum vitae, name of referee, telephone number and SAE. CLOSING DATE: A.S.A.P. (08135) 132422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford IG4 5LP
Tel: 01-550 2733
Head: M.J. Manuel, M.A.
Required for September 1985 a teacher of Geography for this 11 - 18 Comprehensive school, to teach across the range and ability range, and with the possibility of sixth-form work.
The post is on Scale 1 with Outer London Allowance.
Applications from employees of the GLC and MCC's with relevant experience will be welcome.
Please apply in writing to the Headmaster as soon as possible, giving full details and the names and addresses of two professional referees. (03865) 132422

COVENTRY CITY COUNCIL

Assistant Teachers
Required September 1985 at:-

SIDNEY STRINGER SCHOOL & COMMUNITY COLLEGE, Cox Street, CV1 5NL
Tel. 0203 51756 (Social Priority School) (1331 on roll)

ESL Scale 1 Temporary 1 year appointment. Experience of 1st and 2nd stage ESL teaching essential. Ability to offer in-class support work desirable.

THE WOODLANDS BOYS' COMPREHENSIVE SCHOOL, Broad Lane, CV5 7FF
Tel. 0203 462634 (1560 on roll)

MATHEMATICS Scale 1 to teach across the age and ability range in a large and well resourced department.

BLUE COAT CE MIXED COMPREHENSIVE SCHOOL, Terry Road, CV1 2BA
Tel. 0203 23542 (1013 on roll)

ENGLISH Scale 1 to join a well established and successful departmental team.
An opportunity to teach across the ability range from 1st to 6th form. Candidates should note that although applicants need not be Anglicans, the Governors will prefer to appoint staff with a clear Christian commitment and involvement.
This is a re-advertisement. Previous applicants please indicate if they are still interested in the post. Apply to Clerk to the Governors c/o the school.

CARDINAL NEWMAN RC SCHOOL AND COMMUNITY COLLEGE, Sandpits Lane, CV6 2FR Tel. 0203 332382 (1077 on roll)

TYPING and BUSINESS STUDIES, Scale 1. Apply to Clerk to the Governors c/o the school.

CARDINAL WISEMAN RC GIRLS' SCHOOL, Potters Green Road, CV2 2AJ
Tel. 0203 617231 (Social Priority School) (1065 on roll)

COMMERCE Scale 1/2. A suitably qualified, experienced and enthusiastic teacher to teach 16+ commerce to 4 and 5 years and commercial subjects including communication skills, office practice, word processing and reception skills.
The successful candidate will be expected to work as part of a team preparing 6th Formers for Group awards e.g. Diploma in General Reception and Diploma in Office Studies, and help with the new CPVE development. The post provides an excellent opportunity to join a thriving and well established department.
Scale 2 for suitably experienced candidate. Apply to Clerk to the Governors c/o the school.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher, to the Head Teacher at the school concerned within 7 days of appearance of advertisement. Enclose SAE if acknowledgement required. Canvassing disqualifies.

an equal opportunity employer

ilea

SECONDARY SCHOOLS | PRIMARY SCHOOLS | NURSERY EDUCATION | SPECIAL EDUCATION | OTHER APPOINTMENTS

Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£1038p.a.) is made in addition to the appropriate Burnham Salary scale.
JS denotes post suitable for job share (paired applications only) as well as full-time applications.
A Register for pairing potential job sharers is maintained in EOITS4, Room 47a, County Hall, London SE1 7PB (Tel 01-633 2388)
NJS denotes post not open to job share applications.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

ART
DEPTFORD GREEN
Amersham Vale, SE14
Tel: 01-691 3236
Roll: 590
Head: Mrs M. M. Hill
Required from September 1985 0.2 Art teacher. NJS.

HAVERSTOCK (SM)
England Road, Chalk Farm, NW1 8AS
Tel: 01-267 0975
Roll: 1180
Head: Mrs. Valerie Jenkins
Required from September 1985 for two years to cover Maternity leave: (0.5) art teacher. NJS.

BUSINESS STUDIES
AYLWIN (SG)
Southwark Park Road, SE16 3TZ
Tel: 01-237 9316
Roll: 850
Head: F. T. C. Jones
Required from September 1985 experienced teacher (0.5) for Business Studies. Days required are Tuesdays and Wednesdays a.m. NJS.

CARDINAL POLE RC (SM)
Kennington Road, E9 5RB
Tel: 01-985 5150
Roll: 940
Head: Mrs. J. F. Leith
Required from September 1985 Part time teacher or Instructor of Keyboard Skills to Years, 9th or Sixth Form pupils, to work within a Business Studies Department offering a range of subjects to all ages. NJS.

DESIGN & TECHNOLOGY
CARDINAL POLE RC (SM)
Kennington Road, E9 5RB
Tel: 01-985 5150
Roll: 940
Head: Mrs. J. F. Leith
Required from September 1985 Scale 1 teacher of Design and Technology to join a lively and successful team of three, working in excellently equipped workshops. NJS.

ECONOMICS
ST JOSEPH'S ACADEMY RC (SM)
Lee Terrace, Blackheath, SE3 9YY
Tel: 01-852 7433
Roll: 1000
Head: Brother Michael Davidson
Required from September 1985 a teacher of Economics, Accounts, and Business Studies. Scale 1. NJS.

ENGLISH
Head of Department
ST VERONICA'S RC (SG)
Flint Street, SE17 1QB
Tel: 01-703 4726
Roll: 250
Required from September 1985 Head of Department. An experienced English teacher required to teach across the whole ability range and to co-ordinate the works of courses to CSE/GCE Level, AEB Basic Elements and RSA Communication Profile. Due to re-organisation this post is temporary for one year in the first instance. Please telephone the Acting Headteacher to arrange a visit. NJS.

GEOGRAPHY
ST VERONICA'S RC (SG)
Flint Street, SE17 1QB
Tel: 01-703 4726
Roll: 250
Required from September 1985 Geography 0.4 to teach 3rd, 4th, and 5th year Geography and Environmental Science 0.4 in 4th and 5th year City and Guilds group. Experience with the Avery Hill project is desirable. Please telephone the Acting headteacher to arrange a visit. NJS.

HOME ECONOMICS
Heads of Department
ST AUGUSTINE'S CE (SM)
Oxford Road, NW6 5SN
Tel: 01-338 3454
Roll: 660
Head: Miss M. R. Matthews
Required from September 1985 Job Share Part Post: Head of Home Economics Scale 3. Current Head of Department seeking to Job Share. Applications are invited from suitably qualified and experienced teachers who would ensure a successful job share commitment to teaching and organisation of this major department. Applicants should be in sympathy with the Christian aims of the school. Apply with curriculum vitae giving CV and two referees. Application forms will be sent in reply.

STOKE NEWINGTON (SM)
Clissold Road, N16 9EY
Tel: 01-254 0548
Roll: 1350
Head: Robin Chambers
Required from September 1985 Head of Home Economics and Textiles Scale 4. SMS is a large multi-cultural school with a strong commitment to equal opportunities. JS.

Part-time Posts
AYLWIN (SG)
Southwark Park Road, SE16 3TZ
Tel: 01-237 9316
Roll: 850
Head: F. T. C. Jones
Required from September 1985 An experienced Home Economics teacher 0.4 in a progressive and successful team of five teachers. The days are open to negotiation. NJS.

ST VERONICA'S RC (SG)
Flint Street, SE17 1QB
Tel: 01-703 4726
Roll: 250
Required from September 1985 Home Economics and Child Development 0.4 to teach Home Economics to 3rd and 4th year groups and Child Development to a 5th year group. An interest in continuing the development of the Home Studies Dept. with a multicultural perspective is desirable. Please telephone the Acting Headteacher to arrange a visit. NJS.

MATHEMATICS
CARDINAL POLE RC (SM)
Kennington Road, E9 5RB
Tel: 01-985 5150
Roll: 940
Head: Mrs. J. F. Leith
Required from September 1985 (1) Scale 1 teacher for Mathematics and Computer Studies in the Upper School. NJS.

(2) Scale 1 teacher of Mathematics in First and Second Year for Autumn and Spring Term in the first instance, during a teacher's maternity leave. NJS.

MUSIC
LADY MARGARET (SG)
Parson's Green, SW6 4UN
Tel: 01-736 7138
Roll: 600
Head: J. S. R. Oliver
Required from September 1985 0.3 Music Post in a flourishing Department. The school has a junior and senior choir, instrumental ensembles and orchestra and there is a Musical Society in which parents and pupils participate. There is an enthusiastic range of peripatetic instrumental teachers and a good proportion of the girls learn instruments. Very pleasant working atmosphere. Applications, including cv and details of two referees by letter to the Headteacher. NJS.

RELIGIOUS EDUCATION
SCOTT LIDGETT (SB)
Queen Elizabeth Road, SE16
Tel: 01-237 9001
Roll: 600
Head: J. K. Pritchard
Required from September 1985 A specialist teacher of suitable experience to be Head of RE Scale 3. The subject was relaunched into the curriculum in 1982 and is taught currently in Years 1, 2 and 3. The teacher appointed would be asked to help with some Humanities teaching. JS. Assisted travel where appropriate.

SCIENCE
Post of Responsibility
DUNRAVEN (SM)
Leighton Court Road, SW16 2QD
Tel: 01-677 2431
Roll: 1000
Head: Richard Townsend
Required asap and not later than January 1986 Head of Physical Science 3 to join a forward looking and successful department. Science is part of the core for

SECONDARY GEOGRAPHY
continued

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(AN EQUAL OPPORTUNITY EMPLOYER)

TEDDINGTON SCHOOL
Broom Road, Teddington, Middlesex TW11 9PJ

(Mixed Comprehensive 1030 pupils aged 11 - 16 in September 1985)

Headmaster: J.R.W. Oliver, M.A.

Required for September 1985 a teacher of GEOGRAPHY AND INFORMATION TECHNOLOGY (Scale 1 plus Outer London Allowance of £678 p.a.). Applications for separate part-time posts in Geography and Information Technology will be considered.

The school, which is expanding rapidly, is in a very attractive area with its own grounds extending to the bank of the River Thames.

Forms, and further details (foolscap s.a.e. please) from the Headmaster at the school, to whom they are returnable by Monday July 15th 1985.

Applications from employees of the G.L.C. or Metropolitan County Councils with relevant experience will be welcomed. (03796) 132622

SALFORD
CITY OF SALFORD EDUCATION DEPARTMENT
WALKDEN HIGH SCHOOL
Birch Road, Walkden, Worsley M28 5PG
(11 - 16 Mixed Comprehensive - 980 on roll)

Temporary Geography with some English. Scale 1, required for the autumn term 1985.

Please send s.a.e. for application form and further particulars to the Head Teacher to whom completed application should be returned by 19 July. 1985. (03862) 132624

SHROPSHIRE
EDUCATION COMMITTEE

LACON CHILDE SCHOOL
Lacon Childe School, Mortimer, Nr. Kidderminster, Worcs. DY14 9PE

Mixed Comprehensive (670 pupils)

Need for September 1985 for one year (temporary in the first instance) in this rural comprehensive school a teacher of Geography and Humanities, Scale 1.

Please apply direct to the Head by letter (including curriculum vitae and names of two referees). Tel: (0299) 270312 for details. (15390) 132622

History

Scale 2 Posts and above

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
Scale under Geography Scale 2. (08574) 132820

BEDFORDSHIRE
EDUCATION SERVICE
Applicants with good Field Study experience are invited to apply for the appointment of Responsible History Specialist, Burnham Scale 2 for teachers plus a residential allowance, to start from 1 September 1985 at Nether Swell Manor Centre for Residential Education, Stow-on-the-Wold, Gloucestershire.

This vacancy is of a temporary nature for one year in the first instance, to replace the current post-holder who is on secondment.

Further details and application forms from: Chief Education Officer, Ref. FEA82, County Hall, Cauldwell Street, Bedford. Tel: Bedford 66388, Ext. 346. Closing date 19.7.85. (15580) 132820

HILLINGDON
LONDON BOROUGH OF HILLINGDON

GREENWAY SCHOOL
The Greenway, Hayes, Middlesex UB4 8PR

(Number on roll: 800 69 in sixth form)

Headteacher: B.C. Firth, M.A.

A well qualified and experienced teacher is required as Second in the History Department, Scale 2, for September 1985.

The successful candidate should be capable of teaching successfully through the whole of the age and ability range. An interest in Archaeology would be an added advantage.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.

Outer London Allowance Payable. (08093) 132820

HEREFORD AND WORCESTER
COUNTY COUNCIL

STOURPORT-ON-SEVERN HIGH SCHOOL
Minster Road, Stourport-on-Severn, Worcestershire DY14 8AX

13 - 18 Mixed Comprehensive 160 plus in Sixth Form

Required for September, 1985 a Scale 1 teacher with a background to science with a knowledge of other allied disciplines. Applicants with an interest in pupils with learning difficulties would be particularly welcome although others should not be deterred from applying. An enthusiastic and enterprising teacher is sought who could contribute to some of the new initiatives that the school is developing.

A permanent post is available for a suitable applicant.

Please send curriculum vitae immediately and/or telephone Head Teacher for further details. Stourport-on-Severn 2382. (08084) 132822

HERTFORDSHIRE
BENTLEY SCHOOL
Telford Avenue, Garston, Watford, Herts. WD2 7AT
Group 10
11 - 18 Co-educational Comprehensive
Required September 1985 for one year a Scale 1 teacher of Economics/Social Geography and History.

Apply immediately to the Head with the names and addresses of two referees. (15644) 132822

HERTFORDSHIRE
TOWNSEND CHURCH OF ENGLAND
High Oaks, St Albans, Herts. AL3 6DR
TEACHER OF HISTORY/FRENCH

Required for September 1985, well qualified teacher of History to 'O' level and Junior French. 'A' level work might be available for suitably qualified candidate. Both subjects are well established in University entrance standard.

This is a five form entry all ability mixed school with 760 on roll and modern purpose built accommodation. London outer fringe allowance.

Apply by letter to the Head at the school with copies of testimonials, names and addresses of 2 referees. No forms, etc. (08686) 132822

HILLINGDON
LONDON BOROUGH OF HILLINGDON

JOHN PENROSE SCHOOL
Northwood Way, Harefield, Uxbridge, Middlesex UB9 6RT

(Expected number on roll in September 1985 - 1540)

Headteacher: V.H. Andrews, A.E. M.A.

Required for September 1985 TEACHER of HISTORY (Scale 1) to teach the subject throughout the school at all levels of ability. Ability to give a small amount of help with either English or Geography would be an advantage.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing date: ASAP.

Outer London Allowance Payable. (08024) 132825

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HARVEY GRAMMAR SCHOOL
Folkestone
Tel: Folkestone 58131

Required for September 1985, a temporary teacher of History for one term, capable of teaching G.C.E. level.

Apply by letter to the school as soon as possible, with curriculum vitae and names of two referees. Further details are available (S.A.E. or telephone). (08549). 132822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

THE GRAMMAR SCHOOL & COMMUNITY COLLEGE
Bittesswell Road, Lutterworth, Leics.

(14 - 19 Upper)

Roll 1500

HISTORY SCALE 1

Required for August 1985 a teacher of History Scale 1 for the full age and ability range 14 - 19. This is a temporary post arising from maternity leave.

Further details and application forms are available from the Principal, Tel: Lutterworth 4101. (08059) 132822

Scale 1 Posts

DERBYSHIRE

See Derbyshire Display advert post reference AE/117/35, AE/174/32, 32. (08456) 132822

DEVON
Please see displayed advertisement on Page 51. (03382) 132822

ENFIELD
LONDON BOROUGH OF ENFIELD
BISHOP STOPFORD'S SCHOOL
Brick Lane, Enfield, Middx. EN1 4RU
Roll 1035

Required in September. A suitably qualified teacher of HISTORY and GENERAL SUBJECTS mainly in the lower school. Up to half the time available will be History and it is hoped that candidates will also be able to offer some English and Geography. This is an ideal post for newly qualified teachers.

Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.

London Allowance £678.

Applications should be made by letter direct to the Head Master, giving full details of qualifications and subjects offered and the names, addresses and telephone numbers of two referees.

An equal opportunity employer. (08630) 132822

NEWHAM
LONDON BOROUGH OF NEWHAM
FOREST GATE SCHOOL
Woodgrange Road, London E7 0HR
Head Teacher: Mrs A. Rowland
Number on roll: 834

TEMPORARY TEACHER OF HISTORY FOR ONE TERM
Scale 1
Required: September 1985 or as soon as possible.

A teacher of history for this multi-ethnic social priority school to join a lively, progressive department. Visits welcome, by arrangement, with the Headteacher.

LONDON ALLOWANCE £1,034 plus Social Priority.

Application form/further particulars (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 16th July 1985.

DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4AD.

An Equal Opportunity Employer. (0* .2) 132822

SANDWELL
METROPOLITAN BOROUGH COUNCIL

DARTMOUTH HIGH SCHOOL

(11 - 18 Comprehensive)

Required for September 1985.

HISTORY AND RE Scale 1.

Teacher appointed should be able to offer both subjects to at least CSE and 'O' level standard.

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded immediately to Head Teacher, Willoughby Lane, Great Barr, Birmingham.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (08701) 132822

SUFFOLK
COUNTY COUNCIL
STOWMARKET HIGH SCHOOL
Onehouse Road, Stowmarket (mixed comprehensive 13-18: 975 on roll)

Required from September, 1985. Scale 1 teacher of HISTORY (School Council) and ENGLISH.

Application forms and further details available from the Headmaster at the school (Tel: Stowmarket (0449) 613611) to whom they should be returned as soon as possible. (08507) 132822

Home Economics

Heads of Department

ESSEX
BILLERICAY SCHOOL
Dunton Road, Billericay
Tel: (02774 5010)
(Roll 1410 plus 260 Sixth Form)

HEAD OF HOME ECONOMICS, Scale 3
January 1986, experienced Teacher to lead department offering Food and Nutrition, Textiles, Child Care and Community Care. Examination work to 'A' level.

Application forms and details from the Headteacher (foolscap s.a.e. please). (08707) 133015

Scale 2 Posts and above

DERBYSHIRE

See Derbyshire Display advert post reference NE/106/31, Page 55. (08454) 133020

HILLINGDON
LONDON BOROUGH OF HILLINGDON

EVELYNS SCHOOL
Aspidite Avenue, Yiewsley, West Drayton, Middlesex UB7 8DA

(Number on roll: 705 65 in sixth form)

Headteacher: K.E.R. Bryant, B.Sc.

TEXTILES/HOME ECONOMICS

A Scale 2 teacher is required for September 1985 to be responsible to the Needlework teaching in years 1 - 3 and to contribute to the teaching of Home Economics.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.

Outer London Allowance Payable. 133020 (08025)

SECONDARY HOME ECONOMICS
continued

Scale 1 Posts

AVON COUNTY
BRISLINGTON SCHOOL
Kingsforland Road, Bristol BS4 5EY
Tel: Bristol 773661
(Mixed comprehensive - 60 entries site - Cutsekirts of Bristol)

Required from 1st September 1985 to cover maternity leave, a teacher able to offer Home Economics (Years 1-5) and Child Care & Development (Years 4-5). Fixed term contract to 31st August 1986.

Further details from (name please) and letters of application to the Headteacher giving full c.v. and names of two professional referees.

Avon is an equal opportunities employer. (08315) 133022

BARNET
LONDON BOROUGH
FINCHLEY MANORHILL SCHOOL
Summers Lane, Finchley, London N12 0QG
Tel: 01-368 1282
Co-educational Comprehensive
Roll 818.
Sixth Form 111
Required September 1985, teacher of HOME ECONOMICS. Scale 1, who is able to teach across the range HOME ECONOMICS/FASHION AND TEXTILES/CHILD CARE AND DEVELOPMENT and who is experienced with current developments in the subject. An approved cases assistant may be given towards the payment of removal expenses and separation allowances.

FRIERN BARNET COUNTY SCHOOL
Friern Barnet Lane, London N11 3LX
Tel: 01-368 2777. MIXED COMPREHENSIVE. roll 588. 11+ - 16+
4-FORM ENTRY

required September, 1985, teacher of home economics and textiles scale 1, for part-time (.5) appointment in well established department. Teaching mainly in lower school where subjects taught in mixed groups. Ability to offer English as advantage.

ravenscroft school
barnet lane, london n20 8ax
tel: 01-445 9303
co-educational
comprehensive, roll 709.
sixth form 32
required september, 1985 or january, 1986, part-time (.5) teacher of fashion and textiles scale 1. must initially be full-time teaching within home economics department. resident facilities, person appointed will have large measure of independent responsibility for courses, (initially commitment confined to lower school years 1 - 3).
for the above posts apply in writing to head teacher with full c.v. and names of two referees. s.a.e.

(08951) 133022

BERKSHIRE
LANGLEYWOOD SCHOOL
Langley Road, Slough SL3 7EF
(M.R.: 180)
Required for September 1985 a teacher of Home Economics and textiles to join a very well equipped and progressive department, scale 1.

Letters of application to Headmaster with full C.V. (SAE) and names and addresses of two referees.

Closing date: 22nd July, 1985.

An Equal Opportunity employer. (12311) 133022

BUCKINGHAMSHIRE
COUNTY COUNCIL
WYCOMBE
EQUAL OPPORTUNITY EMPLOYER
CRESSEX SCHOOL
Holmers Lane, High Wycombe HP13 4QA
Head: Mrs. M.H. Key, B.A.
Roll: 760 12 - 17 mixed
Required for September 1985, a Scale 1 teacher to join the Home Economics Department. The person appointed will be required to teach both Textiles and Home Economics although initially the main teaching commitment will be in the Lower School.

Letters of application giving full details of qualifications and experience, if any, together with the names of two referees, to the Head as soon as possible, please. (05083) 133022

BARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN
Tel: 01-952 6805
A part-time teacher of HOME ECONOMICS to 0.4 is required from September at this mixed comprehensive school for students aged 13 - 16. The ability to teach this subject to O Level is necessary.

Canons is committed to mixed-ability grouping and to developing policies for multicultural and equal opportunities education.

Informal visits are welcome and may be arranged by telephone. Please apply by letter to the Headteacher, enclosing a curriculum vitae. The closing date is 12th July.

Outer London Allowance is payable.

BARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (08509) 133022

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow Tel: 01-428 4310
HOME ECONOMICS SCALE 1
Required for September 1985 in this 13 - 18 mixed comprehensive school. Home Economics is a popular option in a well established department. The School is in a pleasant residential area in Harrow.

Application forms from and to be returned to the Head Teacher at the School by 17 July 1985. Please enclose a stamped addressed envelope. (08508) 133022

HAVERING
LONDON BOROUGH OF HAVERING
BEDFORDS PARK SCHOOL
Aspley Drive, Romford RM3 7EJ
Tel: Ingrebourne 7153
(Roll 995 Mixed)
Headteacher: R.J. Bracken, B.A.

Required for September 1985 Scale 1 teacher for Home Economics with Needlework up to 5th year level. Post suitable for secondary or experienced teacher.

This vacancy is exempt from the Council's Redeployment Pence Policy Procedure. However, applications from employees of the GLC or MCC's with relevant experience will be welcome.

Letters of application and closing full curriculum vitae and the names of two referees should be sent to the Headteacher. (08427) 133022

HERTFORDSHIRE
HOME ECONOMICS TEACHER ALICE OWEN'S SCHOOL
Dundale Hill Lane, Potters Bar, Herts EN6 1AD
Voluntary Aided. Founded 1613
Trustees: The Worshipful Company of Brewers
Number on Roll: 1050 (mixed) 180 Sixth Form

Required for September (or as soon as possible thereafter) a well-qualified and enthusiastic teacher of HOME ECONOMICS (Scale 1 plus London Fringe Allowance) to teach across the age and ability ranges of this 11 - 18 school. Ability to teach Cookery and Textiles (Needlecraft) essential, as well as 4th/5th Year Food and Nutrition and Child Care. Interest in Sixth Form Work an advantage. The subject is a popular option choice (CSE and 'O' level plus C.S.E.) and the modern departmental facilities are first-class.

Applications, containing full C.V. and names of two referees, should be sent to the Head Master- Mr. D.M.W. Bolton, M.A. (Cantab) as soon as possible, from whom further details are available (foolscap S.A.E. please). (12675) 133022

HILLINGDON
LONDON BOROUGH OF HILLINGDON

HAYDON SCHOOL
Wiltshire Lane, Pinner, Middlesex HA5 2LX

(Number on roll: 1087 200 in sixth form)

Headteacher: D.E. Dobson B.Sc.

POST: HOME ECONOMICS TEACHER (SCALE 1)

Required for September 1985, a Scale 1 teacher of Home Economics, Child Development and Textiles to join a well established Department.

Haydon School is a mixed, six form entry, 11 - 18 Comprehensive with approximately 200 students in its Sixth Form. The school serves a residential area in the north of the Borough of Hillingdon.

The Home Economics Department has suite of three rooms which have been modernised and re-equipped. The successful candidate will be expected to teach throughout the school including the Sixth Form where the level Home Economics and the City & Guilds Community Course are taught.

It is hoped to appoint a teacher able and willing to make a positive contribution to the general life of the school through participation in extra curricular activities.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees and enclosing curriculum vitae.

Outer London Allowance Payable.

VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge, Middlesex UB10 8AB

(Number on roll: 918, 165 in sixth form)

Headteacher: D.C. Best M.A. F.R.S.A. J.P.

Required for September 1985 a Scale 1 teacher of Home Economics in this co-educational comprehensive school. There are core courses for all pupils in Forms 3 and 4 and options courses to 'O' and CSE Levels in Forms 4 and 5, where the department also offers a CSE Child Development Option. A small Sixth Form group studies the subject to AO and 'A' level.

Please apply by letter to the Headmaster at the above address.

Outer London Allowance Payable. (08021) 133022

HERTFORDSHIRE
THE BROXBOURNE SCHOOL
High Road, Broxbourne, Hertfordshire
11 - 18 well established all ability school of 1150 pupils with 160 in the Sixth Form.

A teacher of HOME ECONOMICS Scale 1) to join a strong department. Courses are established to 'A' 'O' and CSE. The department is well equipped with modern facilities and support many social activities within the school.

Apply immediately to the Headmaster by letter, giving full curriculum vitae and quoting two referees.

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HULL DIVISION
WILLOW MARVELL HIGH SCHOOL
Barham Road, Hull
Head: Miss J.E. Riley, B.Sc.

Required for September/January a Teacher of HOME ECONOMICS. Scale 1. The post involves teaching some Home Economics throughout the school and the person appointed will be expected to make a contribution to the further development of this department which is to enjoy redesigned and refurbished accommodation.

Application forms available from the Head (s.a.e. please) should be returned by 17th July. 1985. (16686) 133023

NORFOLK
WAYLAND HIGH SCHOOL
Merton Road, Watton, Thetford IP25 6BA
Scale 1 Teacher of Needlework and Home Economics required from September 1985, or Jan 1986.

Application forms obtainable, on receipt of a stamped addressed envelope, from the Headteacher. (12653) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
DOWNS SCHOOL
Green Street Green Road, Dartford, Kent DA1 1QE
Roll 1,800 (Mixed) 11 - 18
Wide Ability

Required September, a permanent teacher of Home Economics Well equipped Department. 3 Home Economics areas. 2 Textile rooms and large open plan area. Subjects taught include Fashion and Textiles, Food and Nutrition, Child Development. Ability to teach Art (Textiles) desirable. Prime allowance. School situated on pleasant site on outskirts of Dartford with easy access to London and the Kent Coast.

Applications to the Headmaster with full curriculum vitae, s.a.e. and names of two referees.

CANTERBURY DIVISION
ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
(5 form entry) 11 - 16 co-educational roll 920.
The Governors require a qualified teacher of Home Economics (Scale 1) for September 1985 to join two other specialists in a purpose built block of Home Economics, Child Care & Textiles rooms.

Letters of application and c.v. (or reference to the Head Teacher at the School in Old Dover Road, Canterbury, CT1 3EN. S.A.E. for further details and forms. (08550) 133022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES FLEETWOOD SCHOOL
Garrison Lane, Chessington, Surrey KT9 2JS
Tel: 01-397 5140
466 on roll, 70-80
Required for September 1985, a temporary teacher to replace a teacher on maternity leave. Interest in Social education or Lower School Science an advantage.

London Allowance £678.

Applications from employees of the GLC and MCC's with relevant experience are welcome.

Please apply in writing to the HEAD as soon as possible, giving full details of the qualifications and addresses of two professional referees. (08044) 133022

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
LONGBENTON HIGH SCHOOL
Hallsken Avenue, Longbenton, Newcastle upon Tyne NE12 8ES.
Required for 1st September 1985.

Scale 1 TEACHER of HOME ECONOMICS throughout the school.

Application forms are available in respect of a s.a.e. from the Headteacher to whom they should be returned as soon as possible.

It is the policy of this council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (03976) 133022

STAFFORDSHIRE
EDWARD ORME HIGH SCHOOL
Gallowstree Lane, Newcastle ST5 2PR
NOW 1,210 11 - 16 Years
Required for September, 1985 a Teacher of HOME ECONOMICS Scale 1) with an ability to contribute to all areas of the subject with an expanding Department.

Application forms and further details obtainable from and returnable to the Headteacher s.a.e.

Canvassing will disqualify. Closing date 10 days from publication. Trade Union membership desirable. STAFFORDSHIRE COUNTY COUNCIL. (13645) 133022

STOCKPORT
Required for September 1985 TEACHER of HOME ECONOMICS
Scale 1 for 0.54
CHEADLE HULME HIGH SCHOOL
Wood Lane, Cheadle Hulme, Stockport SK8 7JY
Tel: 061-485 7404

A suitably qualified and experienced teacher required. The ability to offer fabrics would be an advantage.

Application forms and further details obtainable from and returnable to the Headteacher, quoting reference by 16th July 1985.

An Equal Opportunities Employer. (03582) 133022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

VALENTINES HIGH SCHOOL
Cranbrooke Road, Ilford IG2 6HX Essex

Tel: 01-554 3608 : 01-518 1471

Head: Mr R.G. Baker. B.Sc

Required for September 1985: a teacher of Needlework with some Home Economics for this 11 - 18 comprehensive school.

The post is on Scale 1 with Outer London Allowance.

Applications from employees of the GLC and MCC's with relevant experience are welcome.

Please apply in writing to the HEAD as soon as possible, giving full details of the qualifications and addresses of two professional referees. (08044) 133022

SUFFOLK
COUNTY COUNCIL
THANET HIGH SCHOOL
Mallard Way, Ipswich IP2 9LR
11 - 18 Mixed Comprehensive, Roll 1613
Required for September 1985 TEACHER OF HOME ECONOMICS Scale 1. An interest in child care, textile and fashion would be an advantage.

Apply by letter with curriculum Vitae and the names and addresses of two referees to the Head at the School. (08615) 133022

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

Denbury Primary School
Denbury, Newton Abbot TQ12 6DP. (Roll 118)
Headteacher Group 3 (£10,465–£11,835)
Required January 1986. Applications forms and further details from (see required) Area Education Officer, Oldway, Paignton TQ3 2TE. Closing date 19th July 1985.

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SCALE POSTS
Secondary

Ashburton Comprehensive School
Balland Lane, Ashburton, Newton Abbot TQ13 7EW. (Roll 909)
Scale 2 – Art
Required for January 1986 an enthusiastic and energetic teacher to organise the work of the Art department throughout the school. Closing date 19th July 1985.

Dawlish Comprehensive School
Elm Grove Road, Dawlish EX7 0BY. (Roll 780)
Scale 1 – English/French
Required September 1985 to teach both subjects to CSE and O level. Apply by letter in first instance to the Headteacher by 15th July 1985.

Torquay, Westlands Bilateral School
Warbro Road, Torquay TQ1 3PS. (Roll 1,218)
Scale 1 – Economics (Temporary)
Required for September 1985 for one year only to teach Economics to 'O' and 'A' level in this 11–18 Bilateral (Grammar/Secondary Modern) School. Letters of application giving details of any other subjects offered and names of two referees to the Headteacher by 12th July 1985.

Cullompton (11–16 years Comprehensive) School
Cullompton EX15 1DX. (Roll 616)
Scale 3 – Head of Science
Required January 1984 a well qualified and experienced graduate to lead a strong team of science specialists. Closing date 19th July 1985.

The Elize Hele School
Seymour Road, Plympton, Plymouth PL7 4LT. (Roll 1,050)
Scale 1 – Mathematics
Required September 1985 (preferred) or January 1986. Applicants must be able to teach mathematics throughout the 11–18 age and ability range to GCE 'A' level. Closing date 17th July 1985.

Estover School
Miller Way, Estover, Plymouth PL6 8UN. (Roll 1,140)
(i) Scale 1 – Chemistry – Readvertisement
Required September 1985 or January 1986 a well qualified Chemist to teach across the full age and ability range. The subject is taught as part of an integrated course in the lower school and as a discrete subject in other years. Excellent laboratory facilities available. Previous applicants will be reconsidered. Closing date 12th July 1985.
(ii) Scale 1 – Integrated Humanities and History
Required 1st September 1985 a well qualified teacher required to join a team teaching a fully integrated programme, containing elements of History, Geography and Religious Education in years one to five. History is also taught as a discrete examination course in the fourth/fifth years in addition to a core curriculum World Studies course. Closing date 12th July 1985.

Lipson School
Bernice Terrace, Plymouth PL4 7PG. (Roll 250, 1,000 in September 1985)
(i) Scale 2 – Mathematics
Required September 1985 (preferred) or January 1986 a well qualified teacher required to teach throughout age and ability range, SNP 11–16 courses used. Special responsibility for lower school courses. Closing date 17th July 1985.
(ii) Scale 1 – French and Spanish
Required September 1985 or January 1986 a graduate capable of teaching to at least 'O' level standard. Should be committed to the communicative approach. Closing date 17th July 1985.
(iii) Scale 1 – History and Integrated Humanities
Required September 1985 a well qualified and imaginative teacher is sought. History is taught as part of an integrated Humanities course throughout the school but can also be taken as a separate subject in the upper school. Closing date 17th July 1985.
(iv) Scale 1 – Religious Education and Integrated Humanities
Required September 1985. RE is taught as part of an integrated Humanities course in the lower school but can also be taken as a single subject in the upper school. A well qualified and imaginative teacher is sought. Closing date 17th July 1985.

Notre Dame Comprehensive School
Looseleigh Lane, Derriford, Plymouth PL6 6HN. (Roll 730)
Scale 1 – Biology/RE
Required September 1985 or as soon as possible a graduate able to teach Biology to 'A' level and assist with the development of Integrated Science. The person appointed must also be able to offer RE and be suitably qualified for a Catholic School. Closing date 17th July 1985.

The Ridgeway School
Plympton, Plymouth PL7 3BH. (Roll 1,225)
Scale 1 – Metalwork and Technology
Required September 1985 a well qualified teacher to assist with the development of courses in a progressive CDT department. Closing date 17th July 1985.

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SCALE POSTS
Primary

Paignton, Foxhole Junior School
Plimm Road, Paignton TQ3 3XA. (Roll 140)
Scale 1 – Juniors
Required for January 1986 for a class of fourth year Juniors. Closing date 19th July 1985.

Widewell Primary School
Lulworth Drive, Crownhill, Plymouth PL6 5JS. (Roll 330)
Scale 1
Required September 1985 a teacher for lower juniors. An interest in music and/or drama an advantage. Closing date 16th July 1985.

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OTHER POSTS
Advisory Teacher for Playgroups
Scale 3
Applicants should be qualified and experienced Nursery teachers with first hand experience of the arrangement of playgroups and a strong commitment for the co-ordination of services for the under-fives. This will be a Joint Education & Social Services appointment. Application form and further details (see required) from Chief Education Officer, County Hall, Exeter. Closing date: 19th July 1985.

DEVON (15106)

LEEDS CITY COUNCIL
DEPARTMENT OF EDUCATION

Unless otherwise stated – Closing date for receipt of application is 19th July 1985.

In respect of posts in primary, middle and special schools forms are available from and should be returned to the Director of Education, Selectapost 17, Merrion House, 110 Merrion Centre, Leeds LS2 8DT.

For posts in secondary and high schools, application by letter should be made to the head teacher of the school concerned, giving full details and the names of two referees.

The post reference number should be quoted on all correspondence.

Applications requiring acknowledgment and requests for forms and/or details must be accompanied by a stamped, addressed envelope.

Leeds is an equal opportunity employer.

Required for September:

SPECIAL SCHOOLS
SCALE 1 POST PLUS SSA

NE.865 **ELMETE HALL SCHOOL**
Elmete Lane, LS8 2LJ
Head Teacher: Miss P Fletcher
Tel No: 658666
No on Roll: 68: 5-16 years
Qualified teacher of the deaf with willingness to work across age groups in this school for hearing impaired children. Details from Head Teacher.

NURSERY EDUCATION
SCALE 2 POSTS

E.866 **SOCIAL SERVICES FAMILY NURSERY CENTRES**
Two Peripatetic Nursery Teachers. Each person appointed will work in three different Social Services Family Nursery Centres. Details from Director of Education.

PRIMARY SCHOOLS
SCALE 1 POSTS

E.867 **CROSS GATES ST THERESA'S R C PRIMARY SCHOOL**
Station Road, Crossgates LS15 7JY
Head Teacher: Miss C O'Reilly
Tel No: 645784
No on Roll: 260: 5-9 years + nursery
Experienced teacher for 5-6 year olds. Practising Roman Catholic preferred. Please state special interests. Applications to Chairman of Governors c/o school.

E.868 **GARFORTH GREEN LANE INFANTS SCHOOL**
Ribblesdale Avenue, Garforth LS25 2JX
Head Teacher: Mrs A Voss
Tel No: 865196
No on Roll: 150: 5-7 years
Teacher for top infants. Please state special interests. Candidates welcome to visit school.

S.869 **MIDDLETON PRIMARY SCHOOL**
Middleton Park Avenue, LS10 4HU
Head Teacher: Miss D M Smith
Tel No: 717669
No on Roll: 150: 5-7 years + nursery
Teacher able to teach across Primary age range. Please state special curricular interests.

S.870 **MIDDLETON ST MARY'S C E PRIMARY SCHOOL**
Moor Pleats Road, LS10 3BW
Head Teacher: Mr J C Ness
Tel No: 717206
No on Roll: 225: 5-9 years + nursery
Teacher to work initially with 7-8 age group. Please state curricular interests and strengths. Music/Piano or Mathematics advantageous.

NW.871 **ST ANNE'S R C PRIMARY SCHOOL**
Woodhouse Square, LS3 1AQ
Head Teacher Designate: Mr J Leach
Tel No: 457804;
No on Roll: 100: 5-9 years
Teacher to teach across Primary age range. Applications stating special interests and curricular strengths to Chairman of Governors, c/o school. SPA allowance payable. Closing date 15th July.

TEMPORARY POST

E872 **GARFORTH GREEN LANE INFANTS SCHOOL**
Severn Drive, Garforth LS25 2JX
Head Teacher: Mrs A Voss
Tel No: 865196
No on Roll: 150: 5-7 years
Temporary for one year, teacher for middle infants. Please state special interests. Candidates welcome to visit school by appointment.

MIDDLE SCHOOL
TEMPORARY SCALE 1 POST

NE.873 **ST MATTHEW'S C E (AIDED) MIDDLE SCHOOL**
Wood Lane, Chapel Allerton LS7 3QF
Head Teacher: Mr J Hogg
Tel No: 681489
No on Roll: 411: 9-13 years
Temporary for one year due to secondment, general subjects teacher able to offer Craft and boys games. Committed Christian preferred. Applications to Head Teacher.

HIGH/SECONDARY SCHOOLS
SCALE 1 POSTS

NE.875 **WETHERBY HIGH SCHOOL**
Hailfield Lane, Wetherby LS22 4JS
Acting Head Teacher: Mr P Payling
Tel No: Wetherby 63353
No on Roll: 1140: 11-18 years
Teacher of Biology to full age and ability range including 'A' level. Some General Science teaching also required.

PART TIME POST

NW.876 **GUISELEY SCHOOL**
Fieldhead Road, Guiseley LS20 8DT
Head Teacher: Mr B R Feinson M A
Tel No: Guiseley 72315
No on Roll: 1016: 11-18 years
Part time (half time-14 hours), teacher of History able to teach throughout school. Experience of 'A' level and of Schools Council History advantageous. Details from Head Teacher. Closing date 15th July.

PRIMARY

HEADSHIP
CO/47/35/P

Group 4 (readvertisement)
Practising Catholic preferred.
Previously applicants will be automatically considered without the need for reapplication

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RECEPTION CLASS TEACHER
AE/78/35/P

Scale 1
Practising Catholic preferred.
Christ the King RC (Aided) Primary School, Firs Avenue, Aitketon, Dorby. DE5 7EN. (Alfreton 832 919). (5-11, NOR 142)
Application forms and particulars for this post (CO/47/35/P) (SAE please) from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG.

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SECONDARY

HEAD OF MATHEMATICS
NE/91/28

Scale 4

CDT
NE/32/13

Scale 1
Bolsover School, Mooracre Lane, Bolsover, Chesterfield S44 6XA. (Chesterfield 822105). (11-18, NOR 1218)

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HEAD OF MUSIC/ CO-ORDINATOR OF CREATIVE AND EXPRESSIVE ARTS
NE/123/32

Scale 2
Gladys Buxton School, Oakhill Road, Dronfield, Sheffield, S18 6EJ. (Dronfield 413 589). (11-14, NOR 381)

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HOME ECONOMICS
NE/106/31

Scale 2
Frederick Gent School, Carter Lane, South Normanton, Derby DE55 2ER. (Ripley 811737). (11-16, NOR 749)

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MUSIC
AE/152/29

Scale 2
(Temporary 1 September 1985-31 August 1986).

HISTORY/RE
AE/177/32

Scale 1
Aldercar School, Dalton's Close, Langley Mill, Nottingham, NG16 4HL. (Langley Mill 712477). (11-16, NOR 890)

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HISTORY/SOCIOLOGY
AE/174/32

Scale 1
Ilkeston School, King George Avenue, Ilkeston, Derbyshire, DE7 7HS. (Ilkeston 303 724). (11-16, NOR 843)

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CDT (with particular interest in Technology)
HW/129/34

Scale 1
(Temporary 1 September 1985-31 August 1986).
New Mills School, New Mills, Stockport, Cheshire, SK12 4NR. (New Mills 43284). (11-18, NOR 1096)

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TEXTILES/HOME ECONOMICS (throughout the school)
DS/274/34

Scale 1
(Temporary 1 term from September 1985).
Parkfield's School, Prince Charles Avenue, Derby, DE3 4LR. (Derby 515251/2/3). (11-18, NOR 864)

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ENGLISH
DS/246/31

Scale 1
Homelands School, Village Street, Derby, DE3 8DF. (Derby 767666/769725). (11-18, NOR 1097)

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CDT
DS/263/32

Scale 1
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 9FE. (Derby 700249). (11-18, NOR 1130)

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SPECIAL NEEDS
DS/193/27

Scale 1
Darby School, Moorway Lane, Littleover, Derby, DE3 7FS. (Derby 766 280/769059). (11-18, NOR 1309)

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CDT (with computing)
NE/137/35

Scale 1
(Temporary 1 September 1985-31 August 1986).
Markland School, Sheffield Road, Creswell, Worksop, Notts, S80 4HW. (Worksop 721374). (11-16, NOR 468)

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Application forms and particulars (SAE please) from the Headteachers, unless otherwise stated.
Closing date for all posts 19 July 1985.

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DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

DERBYSHIRE
County Council

SECONDARY HOME ECONOMICS
continued

WALSALL
TEACHER OF HOME ECONOMICS Scale 1
A vacancy exists/is required for September 1985 for our newly refurnished Department. The ability to teach some Needlework would be an important consideration and some Art an advantage.
Application forms and further details from the Head Teacher, Barr Beacon Comprehensive School, Old Hall Lane, Aldridge, Walsall.
Closing Date: 15.7.1985.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
Walsall is an Equal Opportunity Employer. (08404) 133022

DEVON
Please see displayed advertisement on Page 51. (03880) 133222

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Rd., Edgware, Middlesex HA8 6AN
Tel: 01-952 6808
A part-time teacher of HUMANITIES (0.6) required from September at this mixed comprehensive for students aged 13 - 16. The ability to teach Integrated Humanities in the Lower School and Geography to O Level is necessary.
Canons is committed to mixed-ability groupings and to develop policies for multi-cultural and equal opportunities education.
Informal visits are welcome and may be arranged by telephone. Please apply by letter to the Headteacher, enclosing a curriculum vitae. The closing date is 19th July.
Outer London Allowance is payable.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (08608) 133223

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

THE GRAMMAR SCHOOL & COMMUNITY COLLEGE
Bitteswell Road,
Lutterworth, Leics.

(14 - 19 Upper)

Roll 1500

HUMANITIES Scale 1

Required from August 1985 a teacher of Humanities Scale 1. This is a temporary post arising from maternity leave.

Further details and application forms are available from the Community Tutor, telephone (0455) 552888 ext 4151. (08098)

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray, Leics, LE13 1DW

(14 - 18 Upper)

Roll 1490

SPECIAL NEEDS & HUMANITIES SCALE 1

Required August for Autumn and Spring terms a teacher to support students with special learning difficulties taking various Humanities subjects. The precise role will be negotiated on the basis of experience, interest and faculty needs.

Please contact the Headteacher for further details and application forms (SAE). (08096) 133222

OXFORDSHIRE
COUNTY COUNCIL

FITZHARRYS SCHOOL
Abingdon OX14 1NP

No. on roll: 960

Required for September, a teacher to join a team responsible for an Environmental Studies course in the Fourth/Fifth Years. The post could be part-time (0.5 approx.) or full-time if a suitable second subject were offered.

Details of the course are available from the Headteacher to whom applications, giving details of qualifications and experience, together with the names and addresses of two referees, should be sent as soon as possible. S.a.e. please. (08135) 133222

WEST SUSSEX
THOMAS BENNETT COMMUNITY SCHOOL
Ashdown Drive, Tilgate, Crawley RH10 5PE
Part time 0.7 Scale 1
HISTORY/HUMANITIES
HUMANITIES teacher required from September 1985. Specialist Historian to work within Humanities Department with students taking 14 - 16 age range teaching at A level and possibly O/CSE. Schools Council History Project. Previous experience of Integrated Humanities not necessary. Willingness to work in mixed ability Humanities Department essential.
Apply by letter giving c.v. and names of two professional referees. (08004) 133222

BROMLEY
LONDON BOROUGH OF BROMLEY

KENTWOOD SCHOOL FOR BOYS
High Street, Penge, London SE20 7QR

Tel: 01-778 8424

Required for 11th September 1985 a Humanities Teacher in this Group 10 Comprehensive School ability to assist with Lower School Mathematics would be an advantage. Temporary appointment for the duration of a teacher's maternity leave. Scale 1.

Outer London Area and Social Priority School Allowances are payable.

Apply by letter to the Acting Headmaster at the school, giving personal and professional experience together with the names and addresses of two referees by 16th July 1985. (15755) 133223

DEVON
Please see displayed advertisement on Page 51. (03880) 133222

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Rd., Edgware, Middlesex HA8 6AN
Tel: 01-952 6808
A part-time teacher of HUMANITIES (0.6) required from September at this mixed comprehensive for students aged 13 - 16. The ability to teach Integrated Humanities in the Lower School and Geography to O Level is necessary.
Canons is committed to mixed-ability groupings and to develop policies for multi-cultural and equal opportunities education.
Informal visits are welcome and may be arranged by telephone. Please apply by letter to the Headteacher, enclosing a curriculum vitae. The closing date is 19th July.
Outer London Allowance is payable.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (08608) 133223

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

THE GRAMMAR SCHOOL & COMMUNITY COLLEGE
Bitteswell Road,
Lutterworth, Leics.

(14 - 19 Upper)

Roll 1500

HUMANITIES Scale 1

Required from August 1985 a teacher of Humanities Scale 1. This is a temporary post arising from maternity leave.

Further details and application forms are available from the Community Tutor, telephone (0455) 552888 ext 4151. (08098)

Humanities

Scale 1 Posts

BARNET
LONDON BOROUGH
QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive. Roll 960.
Sixth Form 190
London Allowance £678 payable
Nearest tube station High Barnet
Required September, 1985, graduate teacher (Scale 1) capable of teaching wide range of subjects within SOCIAL SCIENCE Faculty. To include SOCIAL ECONOMICS and SOCIOLOGY to 16plus, with POLITICS and HISTORY to GCE A-level. Willingness to help with coaching of RUGBY or ATHLETICS an advantage.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (03897) 133222

BROMLEY
LONDON BOROUGH OF BROMLEY

KENTWOOD SCHOOL FOR BOYS
High Street, Penge, London SE20 7QR

Tel: 01-778 8424

Required for 11th September 1985 a Humanities Teacher in this Group 10 Comprehensive School ability to assist with Lower School Mathematics would be an advantage. Temporary appointment for the duration of a teacher's maternity leave. Scale 1.

Outer London Area and Social Priority School Allowances are payable.

Apply by letter to the Acting Headmaster at the school, giving personal and professional experience together with the names and addresses of two referees by 16th July 1985. (15755) 133223

DEVON
Please see displayed advertisement on Page 51. (03880) 133222

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Rd., Edgware, Middlesex HA8 6AN
Tel: 01-952 6808
A part-time teacher of HUMANITIES (0.6) required from September at this mixed comprehensive for students aged 13 - 16. The ability to teach Integrated Humanities in the Lower School and Geography to O Level is necessary.
Canons is committed to mixed-ability groupings and to develop policies for multi-cultural and equal opportunities education.
Informal visits are welcome and may be arranged by telephone. Please apply by letter to the Headteacher, enclosing a curriculum vitae. The closing date is 19th July.
Outer London Allowance is payable.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (08608) 133223

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

THE GRAMMAR SCHOOL & COMMUNITY COLLEGE
Bitteswell Road,
Lutterworth, Leics.

(14 - 19 Upper)

Roll 1500

HUMANITIES Scale 1

Required from August 1985 a teacher of Humanities Scale 1. This is a temporary post arising from maternity leave.

Further details and application forms are available from the Community Tutor, telephone (0455) 552888 ext 4151. (08098)

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray, Leics, LE13 1DW

(14 - 18 Upper)

Roll 1490

SPECIAL NEEDS & HUMANITIES SCALE 1

Required August for Autumn and Spring terms a teacher to support students with special learning difficulties taking various Humanities subjects. The precise role will be negotiated on the basis of experience, interest and faculty needs.

Please contact the Headteacher for further details and application forms (SAE). (08096) 133222

OXFORDSHIRE
COUNTY COUNCIL

FITZHARRYS SCHOOL
Abingdon OX14 1NP

No. on roll: 960

Required for September, a teacher to join a team responsible for an Environmental Studies course in the Fourth/Fifth Years. The post could be part-time (0.5 approx.) or full-time if a suitable second subject were offered.

Details of the course are available from the Headteacher to whom applications, giving details of qualifications and experience, together with the names and addresses of two referees, should be sent as soon as possible. S.a.e. please. (08135) 133222

WEST SUSSEX
THOMAS BENNETT COMMUNITY SCHOOL
Ashdown Drive, Tilgate, Crawley RH10 5PE
Part time 0.7 Scale 1
HISTORY/HUMANITIES
HUMANITIES teacher required from September 1985. Specialist Historian to work within Humanities Department with students taking 14 - 16 age range teaching at A level and possibly O/CSE. Schools Council History Project. Previous experience of Integrated Humanities not necessary. Willingness to work in mixed ability Humanities Department essential.
Apply by letter giving c.v. and names of two professional referees. (08004) 133222

BERKSHIRE
BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 4UE
Comprehensive 11 - 18, N.O.R. 1,500
Required Sept. 1985.
Scale 1 Mathematics and Computer Studies Teacher.
Please send applications and c.v. to Headteacher at School - stamped addressed envelope please. Closing date 15th July.
An Equal Opportunity Employer. (08788) 133428

BERKSHIRE
THE HOLT SCHOOL
Holt Lane, Wokingham RG11 1EE
(Secondary)
N.O.R. 1,110
Required September a qualified Mathematician (scale 1) in the first instance the post is mainly involved in teaching lower and middle school Mathematics up to 'O' level but there may be some 'A' level teaching available for a suitable applicant. An interest in the development of computer software in the teaching of Mathematics would be desirable but not essential.
Apply with C.V. and names and addresses of two referees to the Headmistress (Wokingham 780165).
No closing date.
An Equal Opportunity employer. (13303) 133422

BEXLEY
LONDON BOROUGH
BEXLEY-ERITH TECHNICAL HIGH SCHOOL FOR GIRLS
Hurst Road, Bexley, Kent DA5 1NE
Tel: 0322 56538
Required to September part-time teacher of MATHEMATICS. This is a 4 F.E. Selective School in Mathematics is taught throughout the school and some 100 boys are doing 'A' level Maths and 'O' level Maths in the Sixth Form. You will be teaching to 'O' level. As the person is to be responsible for Computer Science there is a recommendation.
Applicants also wish to write to the Headmaster at the school giving an assessment of their qualifications and experience, with the names of two referees. (08655) 133422

BRENT
LONDON BOROUGH OF BRENT
COPELAND HIGH SCHOOL
Cecil Avenue, Wembley, Middx. HA9 7DX
Tel: 01-902 6363
(Hospital Order - Second Priority School)
Required end for September
Teacher of Mathematics, Scale 1 or 2 depending upon experience and qualifications. We are looking to appoint a well qualified teacher capable of working across the age and ability range and with an interest in technology. Applications from first appointment would be welcome.
London Allowance of £1,038 per annum is payable. Brent is an Equal Opportunities employer. Brent is currently committed to multi-cultural education.
Application forms (and obtainable from the Headteacher, returnable within 14 days. (08645) 133488

BROMLEY
LONDON BOROUGH OF BROMLEY

KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent BR3 3SJ

Required for September 1985 2 temporary full-time teachers of Mathematics. Scale 1. One term only.

Application forms and further details available from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 16th July 1985. (15765) 133488

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required from September 1985, to teach all levels of ability up to and including 'A' level, a teacher of Mathematics. Scale 1
The appointee will join a very successful department.
Assistance with removal expenses and rented housing may be available in approved cases. There is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mr. Cole B.A., giving full curriculum vitae and the names and addresses of two referees. (03070) 133489

BUDDING TAX EXPERTS see Lower Down in the Miscellaneous section. (03940) 133489

CAMBRIDGESHIRE
Equal Opportunity Employer
MANOR COMMUNITY COLLEGE
Required for September, teacher of Mathematics (Scale 1). Full qualifications. Possibility of examining. Possibility of some responsibility for Computer Studies. Manor Community College, Arbury Road, Cambridge CB4 2JF. 133489 (08122)

DEVON
Please see displayed advertisement on Page 51. (03879) 133489

EALING
LONDON BOROUGH
EDUCATIONAL SERVICE
TWYFORD CE HIGH SCHOOL
Twyford Crescent, Acton W3 9PP
Required for September 1985 a Teacher of Mathematics (Scale 1) to join an expanding department in an Anglican Comprehensive.
Applicants should be in sympathy with the aims of the Church of England School.
London Weighting £1,032.
Application forms and further details obtainable from the Headteacher (SAE) at the school to be returned by 15th July 185. (08599) 133489

Scale 1 Posts

AVON COUNTY
WRITHLINGTON SCHOOL
Bath Road, Keynsham, Bristol BS18 2AL
(11 - 18 Comprehensive)
Required for September 1985 or January 1986 teachers of Mathematics. There will be opportunities for teaching throughout the age and ability range, including for the sixth form of this school which is set in a beautiful rural area south of Bath.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, including one...
Avon is an equal opportunities employer. (13316) 133428

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1684)
Required September, 1985, an Assistant Teacher of Maths. Scale 1.
For further details see our advertisement under Middle School, Maths, Scale 1. (08416) 133422

BARNET
LONDON BOROUGH
WHITEFIELD SCHOOL
Claremont Road, Hendon, London NW2 1TR
Tel: 01-459 2154
Co-educational
Comprehensive. Roll 653.
Sixth Form 119
Required September, 1985, teacher of MATHEMATICS (Scale 1) to work in lively and committed Whitefield has pioneered new Science courses for 14 - 16 Scheme. This is now taught throughout years 3 and 4 and offers an excellent first and for the teacher, A-level work available both in Mathematics and Statistics.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 2LT
Tel: 01-959 3176
Roll 1473. Sixth Form 250
(Formerly Great Mount and Orange Hill)
Formed from merger of Mount Grace High School for Girls and Junior High Schools in 1984
Required September, 1985, two temporary qualified teachers for the Autumn term - one competent and effective MATHEMATICIAN/ COMPUTER SCIENTIST and one middle school MATHEMATICIAN/ COMPUTER SCIENTIST (both posts Scale 1).

RAVENSCROFT SCHOOL
Barnet Lane, London N20 8AZ
Tel: 01-445 1508
Co-educational
Comprehensive. Roll 709.
Sixth Form 93
Required immediately, temporary qualified teacher of MATHEMATICS. Scale 1. Good all round ability ranges. Ability to assist with tennis. To cover maternity leave.
For the above posts, apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (05866) 133422

BERKSHIRE
BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 4UE
Comprehensive 11 - 18, N.O.R. 1,500
Required Sept. 1985.
Scale 1 Mathematics and Computer Studies Teacher.
Please send applications and c.v. to Headteacher at School - stamped addressed envelope please. Closing date 15th July.
An Equal Opportunity Employer. (08788) 133428

Mathematics

Heads of Department

AVON COUNTY
HANHAM HIGH SCHOOL
Memorial Road, Hanham, Bristol BS15 3LA
(Co-ed 11 - 18 purpose built Comprehensive. N.O.R. 1,070 with excellent facilities)
HEAD OF MATHEMATICS
Scale 4
Required for September 1985 or as soon as possible thereafter a graduate to take responsibility for the subject throughout the school to 'A' level.
Letters of application together with curriculum vitae and names and addresses of two referees to the Headmaster as soon as possible. S.A.E. please. (13675) 133418

Scale 2 Posts and above

BROMLEY
LONDON BOROUGH OF BROMLEY

THE RAMSDEN SCHOOL FOR GIRLS
Gillmans Road,
Orpington, Kent BR5 4LB

Tel: Orpington 31075

Headmaster: M. Lane

6 Form Entry
Comprehensive

Required for September 1985 or January 1986, an experienced and well qualified teacher to be second in the Mathematics Faculty (Scale 3).

The successful candidate will be expected to teach Mathematics and Further Mathematics at G.C.E. Advanced Level.

The school is housed in modern buildings on a site shared with the Ramsden First School for Girls. The Joint Sixth Form of 540 levels and girls offers a wide range of A (advanced) and O.C.E. 'O' level courses.

Application forms available from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 16th July 1985. (15765) 133488

DERBYSHIRE

See Derbyshire Display advert post reference NE/91/28. Page 52. (08428) 133490

DEVON
Please see displayed advertisement on Page 51. (03879) 133489

ESSEX
BILLERICAY SCHOOL
School Road, Billericay
Tel: (0277) 652351
(Roll 1410 plus 260 Sixth Form)
MATHEMATICS, Scale 2
January 1986. Graduate required for future succession to department offering work to CSE, 'O' and 'A' level. Interest in computing an advantage.
Application form and details from the Headteacher (foolscap s.a.e. please). (08712) 133420

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ROWLINSON SCHOOL
Dyche Lane, Sheffield S8 8BR
A Scale 3 teacher of Mathematics is required from January 1986 to be second in the Mathematics department. The ability to teach to 'A' and 'S' level Mathematics and to teach across the full ability range would be an important asset.
Application forms and further details are available from the school, Closing date: 19th July. (03764) 133420

AVON COUNTY
WRITHLINGTON SCHOOL
Bath Road, Keynsham, Bristol BS18 2AL
(11 - 18 Comprehensive)
Required for September 1985 or January 1986 teachers of Mathematics. There will be opportunities for teaching throughout the age and ability range, including for the sixth form of this school which is set in a beautiful rural area south of Bath.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, including one...
Avon is an equal opportunities employer. (13316) 133428

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
EASTBROOK COMPREHENSIVE SCHOOL
(Roll 1684)
Required September, 1985, an Assistant Teacher of Maths. Scale 1.
For further details see our advertisement under Middle School, Maths, Scale 1. (08416) 133422

BARNET
LONDON BOROUGH
WHITEFIELD SCHOOL
Claremont Road, Hendon, London NW2 1TR
Tel: 01-459 2154
Co-educational
Comprehensive. Roll 653.
Sixth Form 119
Required September, 1985, teacher of MATHEMATICS (Scale 1) to work in lively and committed Whitefield has pioneered new Science courses for 14 - 16 Scheme. This is now taught throughout years 3 and 4 and offers an excellent first and for the teacher, A-level work available both in Mathematics and Statistics.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 2LT
Tel: 01-959 3176
Roll 1473. Sixth Form 250
(Formerly Great Mount and Orange Hill)
Formed from merger of Mount Grace High School for Girls and Junior High Schools in 1984
Required September, 1985, two temporary qualified teachers for the Autumn term - one competent and effective MATHEMATICIAN/ COMPUTER SCIENTIST and one middle school MATHEMATICIAN/ COMPUTER SCIENTIST (both posts Scale 1).

RAVENSCROFT SCHOOL
Barnet Lane, London N20 8AZ
Tel: 01-445 1508
Co-educational
Comprehensive. Roll 709.
Sixth Form 93
Required immediately, temporary qualified teacher of MATHEMATICS. Scale 1. Good all round ability ranges. Ability to assist with tennis. To cover maternity leave.
For the above posts, apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (05866) 133422

BERKSHIRE
BULMERSHE SCHOOL
Chequers Way, Woodley, Reading RG5 4UE
Comprehensive 11 - 18, N.O.R. 1,500
Required Sept. 1985.
Scale 1 Mathematics and Computer Studies Teacher.
Please send applications and c.v. to Headteacher at School - stamped addressed envelope please. Closing date 15th July.
An Equal Opportunity Employer. (08788) 133428

BROMLEY
LONDON BOROUGH OF BROMLEY

KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent BR3 3SJ

Required for September 1985 2 temporary full-time teachers of Mathematics. Scale 1. One term only.

Application forms and further details available from the Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 16th July 1985. (15765) 133488

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
OUSEDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required from September 1985, to teach all levels of ability up to and including 'A' level, a teacher of Mathematics. Scale 1
The appointee will join a very successful department.
Assistance with removal expenses and rented housing may be available in approved cases. There is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mr. Cole B.A., giving full curriculum vitae and the names and addresses of two referees. (03070) 133489

BUDDING TAX EXPERTS see Lower Down in the Miscellaneous section. (03940) 133489

CAMBRIDGESHIRE
Equal Opportunity Employer
MANOR COMMUNITY COLLEGE
Required for September, teacher of Mathematics (Scale 1). Full qualifications. Possibility of examining. Possibility of some responsibility for Computer Studies. Manor Community College, Arbury Road, Cambridge CB4 2JF. 133489 (08122)

DEVON
Please see displayed advertisement on Page 51. (03879) 133489

EALING
LONDON BOROUGH
EDUCATIONAL SERVICE
TWYFORD CE HIGH SCHOOL
Twyford Crescent, Acton W3 9PP
Required for September 1985 a Teacher of Mathematics (Scale 1) to join an expanding department in an Anglican Comprehensive.
Applicants should be in sympathy with the aims of the Church of England School.
London Weighting £1,032.
Application forms and further details obtainable from the Headteacher (SAE) at the school to be returned by 15th July 185. (08599) 133489

SECONDARY MATHEMATICS
continued

EAST SUSSEX
HAMPDEN PARK SCHOOL
Summerfields Road, Eastbourne BN22 9RG
Comprehensive inclusive mixed, 11 - 16.
Roll 915
From September: Teacher of Mathematics (Scale 1) to join a lively Studies (Scale 1) to join a lively well-equipped department and well-supported by the school to teach throughout the school to 'O' level.
Relocation grants in approved cases.
Apply by letter giving curriculum vitae and their references to the Headmaster. (13773) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
THE LATYMER SCHOOL
Salisbury Road, London N9 9TN
Roll 1,200
MASTER/MISTRESS (SCALE 1)
Required for September 1985 to teach MATHEMATICS at all stages to University entrance. The ability to offer applied mathematics and/or statistics to 'A' level courses in Mathematics. There are also opportunities in computing.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowance, £678. Consideration given to assistance with removal, relocation costs, temporary housing and new bonuses allowance.
Apply by letter to the Headmaster, enclosing a c.v. and names and addresses of two referees, as soon as possible.
An equal opportunity employer. (08309) 133422

ESSEX
THE DEANES SCHOOL
New Heath Road, Benfleet SS7 2TD
Tel: Benfleet 773545
(Roll 1090)
TEACHER OF MATHEMATICS, Scale 1
Required from early October, to 11 - 16 age range, to cover maternity leave of absence.
Curriculum vitae and names of referees to Headteacher as soon as possible (foolscap s.a.e. please).

HELENA ROMANES SCHOOL
Parsonage Downs, Great Dunmow CM6 2AU
Tel: (0371) 3560/3361/3363
(Roll 1250)
MATHEMATICS SPECIALIST, Scale 1
Required September, 1985, specialist possibility for 'O' level work, good facilities. Possible temporary appointment. Rural co-educational school midway London-Cambridge.
Applications with curriculum vitae and reference (including ideas and outline) to Head under immediately (foolscap s.a.e. please).

HAMPSHIRE
BAY HOUSE SCHOOL
Gomer Lane, Alverstoke, Gosport, Hants. PO12 2QP
Co-ed 11 - 18 mixed Comprehensive - 1,600 on roll
Required Jan. 1st September
MATHEMATICS - Scale 1
Full curriculum vitae in writing with names/addresses of two educational references to Headmaster please. (08849) 133422

HAMPSHIRE
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Nr. Southampton SO3 6GU
11 - 16 mixed Comprehensive - 1000 on roll
Required for September or as soon as possible - MATHEMATICS with Computing - Scale 1 or Scale 2.
Applications in writing with full curriculum vitae and names/addresses of two educational references to Headmaster - s.a.e. please. Applications from College leavers invited for this post. Closing date 12th July 1985. (03064) 133422

HAMPSHIRE
RE-ADVERTISEMENT
COURTMOOR SCHOOL
Spring Hill, Fleet, Hampshire
Comprehensive Mixed 11 - 16)
N.O.R. 1030
Required for September 1985.
Scale 1 post.
A progressive Mathematics teacher capable of 'O' level and C.S.E. teaching, required to become a member of a forward looking department.
Please apply as soon as possible.
Letter of application naming two referees to the Head Teacher with a.a.e. for details. (03562) 133422

HARINGEY
Progress with Humanity

WHITE HART LANE SCHOOL
White Hart Lane, Wood Green, London N22 5QJ
Tel: 01-889 6761
Head Teacher: Mr. L. G. Warne
Required for September 1985, a MATHEMATICS TEACHER, SCALE 1, to join a strong department of specialist teachers.
Possibility of Scale 2 post for suitably qualified candidate.
The successful candidate will be expected to teach across the ability range up to 'A' Level Public examination level.
Applications from candidates seeking a first appointment would be considered.
The successful candidate will be a firm tutor.
Applications, forms and further details are available from the Head and Deputy Heads, to whom completed forms should be returned by Tuesday, 16th July, 1985.
London Allowance £1,038 payable.
Removal expenses - 100% allowance in approved cases.
Haringey is an equal opportunity employer. (08317) 133422

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE WOODRUSH HIGH SCHOOL
Shawhurst Lane, Hollywood, Birmingham B47 5PN
Required for September 1985 permanent/temporary teacher of Mathematics Scale 1 to teach Mathematics to 16plus level and Computer Studies to 'O' and C.S.E.
Telephone Headmaster immediately for details and application form 0564 822435. (13530) 133422

HERTFORDSHIRE
THE MERIDIAN SCHOOL
Lupton Way, Royston SG8 7JH
Co-educational
Comprehensive 13 - 18 Roll 900 (150 in sixth form)
Head: Mr. G.T. Kingsley
Wanted for September 1985, for one year in the first instance, a part-time teacher of Mathematics (0.5 if suitable) Scale 1. The person appointed will join an enthusiastic department with an excellent record of success. There is the possibility of A-level teaching for a suitable applicant.
Meridian is the Upper School for 9 - 13 tier system serving Royston and surrounding villages. Royston a small town with good transport links to London and within 13 miles of Cambridge.
Apply by letter (no forms) to the Head, Mr. G.T. Kingsley, giving full c.v. names of two referees who know you as a teacher, your address and phone number. Please enclose s.a.e. (13506) 133422

HERTFORDSHIRE
GOFFS SCHOOL
Goffs Lane, Cheshunt, Herts. EN8 0QJ (Roll, including 140 in Sixth Forms)
Required from mid-September and for the greater part of the Academic Year 1985/86 a Mathematics Teacher, Scale 1, to join a strong department of specialist teachers.
Possibility of Scale 2 post for suitably qualified candidate.
The successful candidate will be expected to teach across the ability range up to 'A' Level Public examination level.
Applications from candidates seeking a first appointment would be considered.
The successful candidate will be a firm tutor.
Applications, forms and further details are available from the Head and Deputy Heads, to whom completed forms should be returned by Tuesday, 16th July, 1985.
London Allowance £1,038 payable.
Removal expenses - 100% allowance in approved cases.
Haringey is an equal opportunity employer. (08317

SECONDARY MATHEMATICS
continued

NORFOLK

HEWETT SCHOOL
Cecil Road, Norwich NR1 2PL

PART-TIME AND FULL-TIME TEACHERS OF MATHEMATICS

Required to help in the teaching of Mathematics. Please reply by letter to the Headteacher at the School. (12661) 133422

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
CATHEDRAL R.C. HIGH SCHOOL
St. Hugh's
Middlewood Street, Salford M5 4SL
(11 - 16 Mixed - roll 530 on Roll)
Required from September 1985, Mathematics - Scale 1. This is a temporary post for one year covering a secondment.

Please send s.a.e. for application form and further particulars to the Head Teacher to whom completed applications should be returned as soon as possible. (03956) 133422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

SEVEN KINGS HIGH SCHOOL
Ley Street, Ilford IG2 7BT
Essex

Tel: 01-554 8935

Head: Miss M.B. Evans, M.A.

Required for September 1985 a teacher of Mathematics for this 11 - 18 comprehensive school, able to take Advanced teaching 'A' level.

The post is on Scale 1 with Outer London Allowance.

Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcome.

Please apply in writing to the Head as soon as possible, giving full particulars and the names and addresses of two professional referees. (08045) 133422

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
WANSTEAD HIGH SCHOOL
Redbridge Lane West,
Wanstead, London E11 2JZ
Tel: 01-989 2791/8937/9755
Head: D.T. Claiden, M.A.
Required for September 1985 a Teacher of Mathematics able to teach to 'O' level in a large comprehensive with temporary need in mixed 11 - 18 comprehensive school.

The post is on Scale 1 with Outer London Allowance.

Application from employees of the GLC and MCC's with relevant experience will be welcome.

Please apply in writing to the Head as soon as possible, giving full details and the names and addresses of two professional referees. (12634) 133422

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An Equal Opportunity Employer)

TEDDINGTON SCHOOL
Broom Road, Teddington,
Middlesex TW11 9PJ

Mixed Comprehensive, 1030 pupils in September 1985 aged 11 - 16)

Headmaster: J.R.W. Oliver, M.A.

Required from September, 1985, Teacher of MATHEMATICS (Scale 1 plus Outer London Allowance of £678 p.a.).

The Mathematics Department, which has its own suite of class-rooms, has a long tradition of good examination results.

The school, which is expanding rapidly, is in a very attractive area with its own grounds extending to the bank of the River Thames.

Please apply by letter to the Headmaster, enclosing a full curriculum vitae, giving qualifications, experience, and names of referees, by Friday, July 19th.

Applications from employees of the G.L.C. or Metropolitan County Councils with relevant experience will be welcomed. (03795) 133422

SALFORD

CITY OF SALFORD EDUCATION DEPARTMENT
POPE JOHN PAUL R.C. HIGH SCHOOL
Delaunays Street, Salford M6 8FX
(11 - 16 Mixed Comprehensive)
Mathematics Scale 1 plus S.P.A. required for September 1985 or as soon possible thereafter to teach the subject up to G.C.S.E. and 'O' level.

Please S.A.E. envelope for application form and further particulars to the Head Teacher. The completed application form should be returned to the Chairman of Governors, Reverend Father Mitchenson, 327 Chatham Street, Great Clifton, Salford M27 0UE by 19th July 1985. (16604) 133422

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
RALEIGH MEMORIAL GEORGE STEPHENSON HIGH SCHOOL
Southgate, Killingworth
Newcastle upon Tyne NE12 0SA

Required for 1st September 1985:

Scale 1 TEACHER of MATHEMATICS AND COMPUTING. The school is involved in TVEI and is developing computing up to and including 'A' level.

Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible.

It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, race or marital status. (03977) 133422

SANDWELL
METROPOLITAN BOROUGH COUNCIL

CHURCHFIELDS HIGH SCHOOL
(11 - 18 Comprehensive)

Required for September 1985.

MATHEMATICS Scale 1.

Temporary post for one term.

Application forms and further details available on receipt of s.a.e. from the Head Teacher, Church Vale, West Bromwich. West Midlands. Closing date 15th July 1985.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (03990) 133422

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
CHAUCER SCHOOL
Wordsworth Avenue,
Sheffield S5 8NH

Required for September 1985 or January 1986 a Scale 1 teacher of Mathematics and Computer Studies to teach throughout the school. A Scale 2 post may be available for a suitably experienced candidate.

Letters of application, including two referees, to the Headteacher by 12th July. (03757) 133422

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
NEWFIELD SCHOOL
Lees Hall Road, Sheffield S8 9JP

Required for Autumn Term only, a Scale 1 teacher of Mathematics with particular interest in 'A' level work.

Please telephone the school (0742 557331) for further details and/or apply by letter giving full C.V. and the names and addresses of two referees to the Headteacher at the school by 12th July. (03754) 133422

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
NEWFIELD SCHOOL
Lees Hall Road, Sheffield S8 9JP

Scale 1
Required for the Autumn Term only to replace a teacher on secondment, a teacher of Mathematics to teach pupils in the 11 - 16 age range.

Please telephone the school (0742-557331) for further details and/or apply by letter giving C.V. and the names and addresses of two referees to the Headteacher at the school by 12th July. (03752) 133422

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
ROWLINSON SCHOOL
Dyche Lane, Sheffield S8 8RR
Scale 1
Required for September 1985 for one term only a temporary teacher of Mathematics with the ability to teach 'A' level.

Application forms and further details are available from the school.

Closing date: 12th July. (08013) 133422

SOCIALISM AT WORK
TAMESIDE METROPOLITAN BOROUGH COUNCIL
Education Department
ASHTON-UNDER-LYNE SIXTH FORM COLLEGE
Richmond Street, Audenshaw, Manchester M34 5NS
Telephone: 061-336 8133
Principal: Mr. G. Locke, M.A. (Cantab)
Tel: 061-336 8133
SCALE 1 - MATHEMATICS
Application forms obtainable from and returnable to the Headteacher at the School. Closing date 15th July 1985.
Ref: TE/0187/TES.
TAMESIDE IS AN EQUAL OPPORTUNITIES EMPLOYER. (05680) 133422

SUFFOLK
COUNTY COUNCIL
COPLESTON HIGH SCHOOL
Copleston Road, Ipswich IP4 5DD
11 - 16 mixed comprehensive 1404

Required September 1985 or January 1986, TEACHER of MATHEMATICS Scale 1 to join a well established mathematics department able to teach across the age and ability range. The B.M.E. 11 - 16 course is used in the Lower School. A temporary one term post will be considered, although a permanent post is available.

Apply by letter immediately to the Head, with curriculum vitae and the names and addresses of two referees (Tel: 0473 71095) for further details. (05508) 133422

SURREY
EDUCATION COMMITTEE
OXTED COUNTY SCHOOL
Bluehouse Lane, Oxted
(12 - 18 mixed comprehensive, NOR 1432 inc. 206 in sixth form)

Scale 1 Mathematics Teacher required for September 1985 to teach up to 'A' level and including 'O' level or possibly mainly lower school work. Excellent facilities. Part time or temporary appointment considered. Probationers welcome.

Application form and further details from the Headteacher, Tel: Oxted 9426. (08344) 133422

SURREY
EDUCATION COMMITTEE
TOMLINSCOTE SCHOOL
Alphington Avenue, Frimley, Surrey
(No. on roll 1220 including 250 in Sixth Form)
Required for September 1985, Scale 1 Mathematics Teacher to teach up to 'A' level. Ability to teach Physics an advantage.

Apply to the Headmaster at the school. Tel: Camberley 28768. (08349) 133422

SURREY
EDUCATION COMMITTEE
THE TRINITY SCHOOL
Shalter, Surrey
This new 13 - 16 mixed Comprehensive School will open September 1985 following the amalgamation of 2 Local Schools
Required September, a temporary teacher of MATHEMATICS to 'O' level and CSE, for the Autumn Term.

Details, forms from the Area Education Office, Warbrigade 29511, Ext. 38. (08560) 133422

SURREY
EDUCATION COMMITTEE
THE TRINITY SCHOOL
Shalter, Surrey
This new 13 - 16 mixed Comprehensive School will open September 1985 following the amalgamation of 2 Local Schools
Required September, a temporary teacher of MATHEMATICS to 'O' level and CSE, for the Autumn Term.

Details, forms from the Area Education Office, Warbrigade 29511, Ext. 38. (08560) 133422

SURREY
EDUCATION COMMITTEE
CHAUCER TECHNICAL INSTITUTE
Canterbury Road, Farnham, Surrey GU9 8DX
(Principal: Mr. J.R. Hall, B.Sc.)
Tel: 0252 716191

Required for September 1985 a teacher of Mathematics to teach mainly to 'A' level. Applications from graduates with a good honours degree in Mathematics are invited.

Application forms and further details may be obtained by telephoning the Principal's Secretary. Tel: Farnham 716191 Ext. 36. (08559) 133422

SURREY
EDUCATION COMMITTEE
WOODHOUSE GRAMMAR SCHOOL
Woodhouse Road, Godalming, Surrey GU7 1QP
(11 - 18 Comprehensive)

Required for September 1985 a Scale 1 teacher of Mathematics to teach up to 'A' level.

Application forms and further details may be obtained by telephoning the Headteacher's Secretary. Tel: Godalming 21188. (08558) 133422

SURREY
EDUCATION COMMITTEE
WOODHOUSE GRAMMAR SCHOOL
Woodhouse Road, Godalming, Surrey GU7 1QP
(11 - 18 Comprehensive)

Required for September 1985 a Scale 1 teacher of Mathematics to teach up to 'A' level.

Application forms and further details may be obtained by telephoning the Headteacher's Secretary. Tel: Godalming 21188. (08558) 133422

SURREY
EDUCATION COMMITTEE
THE TRINITY SCHOOL
Shalter, Surrey
This new 13 - 16 mixed Comprehensive School will open September 1985 following the amalgamation of 2 Local Schools
Required September, a temporary teacher of MATHEMATICS to 'O' level and CSE, for the Autumn Term.

Details, forms from the Area Education Office, Warbrigade 29511, Ext. 38. (08560) 133422

SURREY
EDUCATION COMMITTEE
WOODHOUSE GRAMMAR SCHOOL
Woodhouse Road, Godalming, Surrey GU7 1QP
(11 - 18 Comprehensive)

Required for September 1985 a Scale 1 teacher of Mathematics to teach up to 'A' level.

Application forms and further details may be obtained by telephoning the Headteacher's Secretary. Tel: Godalming 21188. (08558

SECONDARY PASTORAL
continued

Scale 1 Posts

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM COMMUNITY COLLEGE
GORDON AVENUE
Lower Higham Road,
Gravesend, Kent DA12 2LZ
Neil: 600
Required for September, 1985, for this Thames-side High School, a teacher who will work mainly with less able pupils in the senior years. Experience of practical subjects, or humanities, or remedial work, would be an advantage.
This is to be a temporary appointment for the next academic year.
Further details will be supplied on application to the Headmaster, Mr. T. Gliddon: at the school, curriculum vitae, and supplying the names and addresses of two professional referees.
S.A.E. please. Closing date 15th July, 1985. (08553) 134022

BERKSHIRE
ALTWOOD C.E.
(CONTROLLED) SECONDARY SCHOOL
Altwood Road, Maidenhead, Berks, SL6 4PU
NOR: 800
Required for September, teacher of Boys' P.E. (Scale 1).
Applications in writing to the Headmaster (SAE).
NO CLOSING DATE.
An Equal Opportunity Employer. (13205) 134232

BEXLEY
LONDON BOROUGH
BEXLEY-SMITH TECHNICAL HIGH SCHOOL FOR BOYS
Hurford Road, Bexley, Kent DA5 1NE
Tel: 0322 56538
Required for September, a teacher of P.E. and Games. Scale 1.
This is a 4 F.E. 11 to 18 years, selective school which offers a large range of physical activities to all levels of ability. You will be encouraged to develop your particular enthusiasm, to work closely with the Head of Department and to take responsibility for certain activities.
Please apply by letter to the Headmaster at the School giving in brief your career background, qualifications, experience and the names and addresses of two referees.
Avon is an equal opportunities employer. (08114) 134222

BARNET
LONDON BOROUGH OF BARNET
HENDON SCHOOL, Parson Hill, East Barnet, Herts, EN4 8PU
Tel: 01-440 4162
Co-educational
Comprehensive. Roll: 1000
Required for 1st September 1985, teacher of Girls' P.E. and Games. Post will also include some Lower School Music.
Further details from (see please), and letters of application to, the Headteacher immediately giving full career and names of two referees.
Avon is an equal opportunities employer. (08114) 134222

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
ST MICHAEL'S RC (AIDED) COMPREHENSIVE SCHOOL
Carlton Road, Barnsley S71 2PU
(11 - 16 Mixed Comprehensive. NOR 1320)
Headteacher: Mr A. Errington B.Ed. with Hons.
Required for 1 September 1985
TEMPORARY TEACHER FOR GIRLS' PE/MODERN LANGUAGES/RELIGIOUS EDUCATION (SCALE 1).
This post is available for 1 year to replace a teacher who is taking leave of absence. Either a full-time teacher or two part-time teachers are required to cover two of the three subjects specified.
Applications are invited to telephone the Headteacher on Barnsley (0226) 383845 in the first instance. (03864) 134222

BERKSHIRE
KENNET COMPREHENSIVE
Stoney Lane, Thatcham, Nr. Newbury
N.O.R. 1,080
Required for September, Teacher of Girls' P.E., Scale 1, to take G.C.E. and C.S.E. work as part of the P.E. Department, able to help with rugby, soccer and gymnastics. The school has excellent facilities including a well equipped Sports Hall, Gymnasium and Dance/Drama studio. The ability to offer either Mathematics or Science as a second subject would be an advantage. This is a suitable post for a probationer.
Letters of application, giving details of qualifications and experience, if any, together with the names of two referees, to the Head as soon as possible. (03094) 134222

BRENT
LONDON BOROUGH OF BRENT
WILLESDEN HIGH SCHOOL
Quainton Street, NW10
Tel: 01-459 3611
(Roll: 570)
Required for September, 1985 or January 1986
PHYSICAL EDUCATION SPECIALIST (Scale 1) in this 11 - 18 multi-ethnic mixed comprehensive school. The successful teacher will be responsible for teaching Boys' P.E. in a developing department within the Faculty of Life Skills. It would be a particular advantage if candidates can offer Dance and/or Gymnastics.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (see) obtainable from the Headteacher returnable within 14 days. (08622) 134232

BROMLEY
LONDON BOROUGH OF BROMLEY

CHARLES DARWIN
Jail Lane, Biggin Hill, Kent TN16 3AU
Required for September 1985, a well-qualified specialist for Girls' Physical Education within flourishing successful P.E. Department. well-established facilities, 18 year, all-ability school, with excellent facilities on site. Special interest areas from basic trampolining, tennis, gymnastics, netball and hockey essential. Enthusiasm, extra-curricular activities and work with all ages required.
Further enquiries welcomed. Also possibility one-term temporary post.
London Area Allowance payable. Scale 1.
Application forms (please) returned to the Headmaster at the school by 16th July 1985. (03978) 134222

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
Required from September 1985, a scale 1, teacher of French and boys P.E./Games.
See Secondary French Scale 1. (03095) 134222

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
OLD BANK MARKHAM SCHOOL
Woughton Campus, Rainbow Drive, Tadpinhill, Milton Keynes MK6 5EH
Required from September 1985, a teacher of Physical Education and Girls Games to teach throughout the age range. Scale 1. Assistance with removal expenses and rented housing may be available if approved case and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, A.K. Harrison, B.A., giving full curriculum vitae and the names and addresses of two referees. (030821) 134222

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HOLMFIELD HIGH SCHOOL
Holdsworth Road, Holmfield, Halifax HX2 9SY
Required from August 1985 for the newly amalgamated 11 - 16 secondary modern school:
(1) teacher of GIRLS' PHYSICAL EDUCATION (Scale 1);
(2) teacher of GIRLS' PE (Scale 1).
Letters of application to the Headteacher (Mrs M.J. Whitson, Bunnyside Secondary School, Range Lane, Halifax HX3 6JU by 16th July 1985, giving full details of qualifications and experience and names and addresses of two referees. (03058) 134222

ENFIELD
LONDON BOROUGH OF ENFIELD
KINGSMEAD SCHOOL
Southbury Road, Enfield, Middx. EN1 1YQ
Roll 1050
Required from September 1985, a suitably qualified teacher of GIRLS' PHYSICAL EDUCATION, Scale 1.
Very good facilities available, including two all-weather sports area and additional sports and dance courts. An interest in Basketball would be an advantage although not necessary.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowances, £678.
Application forms (large SAE) obtainable from and to be returned to the Headmaster at the School.

SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 820
Required September 1985, two teachers of GIRLS' PHYSICAL EDUCATION (Scale 1), ideally their areas of study would complement one another, one aim to coach gymnastics and the other dance as specialising courses with an interest in a major sport.
Applications from employee's of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowance, £678.
Application forms (large SAE) obtainable from, and to be returned to the Headmaster as soon as possible.
An equal opportunity employer. (08304) 134222

ESSEX
P.E. SCALE 1
NEW HALL SCHOOL
Boreham, Chelmsford, Essex
Girls on roll: 140 in Sixth Form
Required for September an Assistant to be in charge of Hockey and be able to teach all other major activities including Netball, Tennis, Badminton, Trampolining, Athletics, Swimming and Gymnastics.
The successful candidate will be active in extra-curricular sports. The ability to undertake some coaching work would be an advantage.
Further details and application forms from the Headmistress' Secretary.
(03157) 134222

ESSEX
ILFORD URSULINE HIGH SCHOOL
Hartington Road, Ilford, Essex IG1 4QS
Tel: 01-554 1995
Head: Miss P. Dixon, B.A. Hons.
Required from September 1985 a teacher of Girls' Physical Education for this 11 - 18 independent girls' grammar school owned by the Ursuline Sisters of the Roman Union.
Please apply immediately by letter to the Head at the school giving details of age, education, qualifications and experience (if any) and the names, addresses and telephone numbers of two referees. The school's main sports are netball, tennis, rounders, gymnastics, swimming; and interest in trampolining, badminton and/or dance would be an advantage.
Scale 1 with Outer London Allowance. (03256) 134232

ESSEX
THE COUNTY HIGH SCHOOL
Walton-on-the-Naze
Tel: (0255) 424965
(Roll: 1478)
PHYSICAL EDUCATION, Scale 1
Required September, a specialist teacher of Girls' P.E. Strong interest in netball, special interests in netball, hockey and outdoor pursuits.
Apply immediately by letter to Headteacher with c.v. etc. (foolscap s.a.e. please).

NICHOLAS SCHOOL
St. Nicholas Lane, Laindon, Basildon, SS15 6NT
Tel: Basildon 43381
(Roll 1070)
PHYSICAL EDUCATION SPECIALIST, Scale 1
Required September, 1985, with an interest in boys' games. Fitness programmes and mixed dance. A well equipped department.
Apply by letter to the Headteacher enclosing names of two referees (foolscap s.a.e. please).

THE SWEYNE SCHOOL
Pearsons Avenue, Rayleigh
Tel: (0268) 773211
(Roll 1183: 11 - 16 Mixed Comprehensive)
TEACHER OF GIRLS' PHYSICAL EDUCATION, Scale 1
Required September.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e.
(00109) 134222

HEREFORD AND WORCESTER
COUNTY COUNCIL
PERSHORE HIGH SCHOOL
Station Road, Pershore, Worcs.
A Teacher of Boys' P.E. (Scale 1) required for January 1986 in this 13 - 18 School of 1000 girls and boys. The ability to teach all general games is an essential requirement.
Please apply to Headmaster, Mr. D.A. Lister Avenue, Bradford BD4 7QT, to whom completed forms should be returned by 15 July 1985.
Reference No. 16585/Trea.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (16765) 134222

HERTFORDSHIRE
TRING SCHOOL
Tortoiseshell Hill, Tring
Tel: Tring 2303
(Voluntary Controlled), all-ability, 11 - 18, approximately 1,000 pupils
Required for September 1985, a teacher of GIRLS' PHYSICAL EDUCATION and GEOGRAPHY as a second subject. The successful applicant will teach up to .5 of a timetable in the Junior School Geography. The school is exceptionally well equipped with gymnasium, sports hall, indoor swimming pool and ample playing fields for games. Extra Allowance of £246 payable.
Applications by letter (on forms) should be sent to the Headmaster at the school including curriculum vitae and the names of two referees. (03785) 134222

HERTFORDSHIRE
TURNFORD SCHOOL
Mill Lane, Broxbourne, Herts EN8 0JU
Required: all ability: 85 in 6th Form)
Temporary post for one year commencing September 1985, for GIRLS' PHYSICAL EDUCATION AND GAMES, Scale 1, to be the second member of department whilst the Head is on a year's secondment. A keen interest in hockey, Soccer and Cricket is looked for; further interest in Mathematics or a foreign language would be helpful.
The school has a high local reputation and has excellent facilities. Outer Fringe allowance payable.
Apply by letter to the Headmaster giving details and naming two referees. S.A.E. for further details about the post. (08518) 134222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WYGGESTON COLLEGIATE
Regent Road, Leicester LE1 7LA
(16 - 18 Sixth Form College)
Roll 685
PHYSICAL EDUCATION
Scale 1
Required August 1985 for one year teacher able to cover full range of recreational activities including keep fit. Please state a second subject which could be offered at least to 'O' level.
Please contact the Headteacher for further details and application forms (SAE). (08085) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance,
Sittingbourne, ME10 4DB
Required in September at this Voluntary-aided, four-form entry, 13plus selective school for boys, graduates in Physical Education and Games (especially football, hockey and cricket), together with classroom teachin. State subject(s) offered.
Applications to the Headmaster at the school.

TONBRIDGE WELLS
DIVISION
HAYESBROOK SCHOOL
Bruce Street, Tonbridge TN9 2PH
470 Boys: 11 - 16 Years.
Urgently required for September 1985, a specialist Physical Education teacher (scale 1).
An enthusiastic and committed specialist is required to teach a very wide range of physical education activities. The facilities are very good for the right teacher, application from newly qualified teachers welcome.
Applications by letter to the Headteacher as soon as possible, enclosing full CV. Further details from the school on Tonbridge 352811.

MAIDSTONE DIVISION
SWADLANDS SCHOOL
Lenham, Nr. Maidstone ME17 2QJ
A Group 10 Mixed High School in attractive rural setting
Required September 1985 a Teacher of Girls PE. Enthusiasm and well-qualified colleagues leavers welcome to apply for this Scale 1 appointment.
SAE to Head Mistress for further details and application form. (08554) 134229

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SIR JONAH NEWITT COMMUNITY COLLEGE
Girls School, Knighton Lane East, Leicester LE2 6FU
(11 - 16 Secondary)
Roll 790
PHYSICAL EDUCATION
Scale 1
Required 28th August temporary for 1 year to cover secondment PE teacher Scale 1.
Please contact the Headteacher for further details and application (SAE). (08105) 134222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SIR JONATHAN NORTH COMMUNITY COLLEGE
Girls School, Knighton Lane East, Leicester LE2 6FU
(11 - 16 Secondary)
Roll 790
PHYSICAL EDUCATION
Scale 1
Required 28th August temporary for 1 year to cover secondment PE teacher Scale 1.
Please contact the Headteacher for further details and application (SAE). (08105) 134222

LONDON
SACRED HEART HIGH SCHOOL
619 Fulham Road,
London W6 7DG
Girls R.C. Voluntary Aided Comprehensive School
11 - 18 years, Roll 530
Required September Scale 1 Gym/Dance teacher. Dance is taken to CSE standard.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmistress at the above school. (03869) 134229

NORTHAMPTONSHIRE
MONTAGUE SCHOOL
Weekly Guide Road,
Kettering, Northants.
NN16 9NS

TEACHER OF PE GIRLS
(Temporary appointment to cover Maternity Leave)
Required for 28th October a teacher of Girls PE to cover the Maternity Leave of the present teacher.
Further details and information from the Headmistress should be sent (SAE please) within two weeks of the advertisement. (12633) 134232

NORTHAMPTONSHIRE
KINGSTHORPE UPPER SCHOOL
Boughton Green Road,
Northampton NN2 7AP
Co-educational,
Comprehensive,
Community school - Group 12. NOR 1080
Required for 16th September, 1985, a well qualified TEACHER OF PHYSICAL EDUCATION, Scale 1, to join a committed and innovative department.
The successful applicant will teach full PE time-table, which includes a mode 3 CSE course, in the fourth and fifth year students.
The successful applicant should be willing to contribute some extra curricular activities of the faculty.
Please apply as soon as possible to the Headmaster for application forms enclosing sae.
This is initially a temporary post to cover for maternity leave. (08413) 134222

NORTHAMPTONSHIRE
DUKE ERY AND DUKE JOHN SCHOOL
Tower Hill Road, Corby, Northants.
Tel: Great Oakley 741832
(Roll 1,000)
Required for September 1985, a teacher of Girls' P.E. specialist to join a team of seven. An interest in basketball and athletics would be useful.
Apply to the Headteacher. Closing date: 12th July. (03760) 134229

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
Required for September 1985, a P.E. specialist to join a team of seven. An interest in basketball and athletics would be useful.
Apply to the Headteacher. Closing date: 12th July. (03765) 134229

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NOWHERE SCHOOL
Dynes Lane, Sheffield S8 8HR
Required September 1985 a temporary part-time teacher of P.E. for one year in a lively innovative department to work 24 days a week. A willingness to teach one's own curriculum in mixed classes and examination sports studies would be an advantage. In addition, an interest in extra-curricular netball and equatics would help.
Applications in writing to the Headteacher at the school. Closing date: 12th July 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (13690) 134222

SHELFORD
METROPOLITAN BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
CORYDEN HIGH SCHOOL
Shelford, Nottingham NG12 9JJ
(11 - 18 Comprehensive)
Roll 1258
BOYS PE AND GAMES SCALE 1
Required August for one year to teach Boys PE and Games.
Please contact the Headteacher for further details and application forms (SAE). (09091) 134222

LIVERPOOL
EDUCATION COMMITTEE
ASSISTANT FOR PHYSICAL EDUCATION Scale 1
ST. FRANCIS XAVIER R.C. HIGH SCHOOL (BOYS)
Beaconsfield Road,
Liverpool L25 6EG
Required for September 1985 or as soon as possible thereafter a suitably qualified teacher to assist in the P.E. department of a secondary split-site boys comprehensive school with excellent facilities, including specialist grassed areas adjacent to the school, two swimming pools, hard playing areas and athletics would be an advantage but applicants with other strengths to offer would be equally considered.
Application forms available from (SAE) and returnable to the Head Teacher at the school. Previous applicants will not normally be reconsidered. Please quote ref. no. P 15/85(B). Closing date: 12th July 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (13690) 134222

LONDON
SACRED HEART HIGH SCHOOL
619 Fulham Road,
London W6 7DG
Girls R.C. Voluntary Aided Comprehensive School
11 - 18 years, Roll 530
Required September Scale 1 Gym/Dance teacher. Dance is taken to CSE standard.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmistress at the above school. (03869) 134229

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ALEXANDRA HIGH SCHOOL
Alexandra Road, Tipton, West Midlands
(11 - 18 Comprehensive)
Required for September 1985:
HEAD TEACHER BOYS PE Scale 1. To teach throughout the school.
GEORGE SALTER HIGH SCHOOL
Clayhill Lane, West Bromwich, West Midlands
(11 - 16 Comprehensive)
HEAD TEACHER GIRLS PE Scale 1. BOYS PE Scale 1.
For all posts letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded by 19th July 1985 to the Head Teachers of the schools.
An equal opportunity employer, we welcome applications from members of the authority will disqualify. (08417) 134222

ST HELENS
METROPOLITAN BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
CUMBERLAND HIGH SCHOOL
Cumberland Road, Market Harborough, Leics. LE16 9JG
(14 - 19 Upper)
Roll 1258
BOYS PE AND GAMES SCALE 1
Required August for one year to teach Boys PE and Games.
Please contact the Headteacher for further details and application forms (SAE). (09091) 134222

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ALEXANDRA HIGH
Alexandra Road, Tipton, West Midlands
(11 - 18 Comprehensive)
Required for September 1985:
HEAD TEACHER BOYS PE Scale 1. To teach throughout the school.
GEORGE SALTER HIGH SCHOOL
Clayhill Lane, West Bromwich, West Midlands
(11 - 16 Comprehensive)
HEAD TEACHER GIRLS PE Scale 1. BOYS PE Scale 1.
For all posts letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded by 19th July 1985 to the Head Teachers of the schools.
An equal opportunity employer, we welcome applications from members of the authority will disqualify. (08417) 134222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
Required for September 1985, a P.E. specialist to join a team of seven. An interest in basketball and athletics would be useful.
Apply to the Headteacher. Closing date: 12th July. (03765) 134229

NORTHAMPTONSHIRE
MONTAGUE SCHOOL
Weekly Guide Road,
Kettering, Northants.
NN16 9NS

TEACHER OF PE GIRLS
(Temporary appointment to cover Maternity Leave)
Required for 28th October a teacher of Girls PE to cover the Maternity Leave of the present teacher.
Further details and information from the Headmistress should be sent (SAE please) within two weeks of the advertisement. (12633) 134232

NORTHAMPTONSHIRE
KINGSTHORPE UPPER SCHOOL
Boughton Green Road,
Northampton NN2 7AP
Co-educational,
Comprehensive,
Community school - Group 12. NOR 1080
Required for 16th September, 1985, a well qualified TEACHER OF PHYSICAL EDUCATION, Scale 1, to join a committed and innovative department.
The successful applicant will teach full PE time-table, which includes a mode 3 CSE course, in the fourth and fifth year students.
The successful applicant should be willing to contribute some extra curricular activities of the faculty.
Please apply as soon as possible to the Headmaster for application forms enclosing sae.
This is initially a temporary post to cover for maternity leave. (08413) 134222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NOWHERE SCHOOL
Dynes Lane, Sheffield S8 8HR
Required September 1985 a temporary part-time teacher of P.E. for one year in a lively innovative department to work 24 days a week. A willingness to teach one's own curriculum in mixed classes and examination sports studies would be an advantage. In addition, an interest in extra-curricular netball and equatics would help.
Applications in writing to the Headteacher at the school. Closing date: 12th July 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (13690) 134222

ST HELENS
METROPOLITAN BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
CORYDEN HIGH SCHOOL
Shelford, Nottingham NG12 9JJ
(11 - 18 Comprehensive)
Roll 1258
BOYS PE AND GAMES SCALE 1
Required August for one year to teach Boys PE and Games.
Please contact the Headteacher for further details and application forms (SAE). (09091) 134222

LIVERPOOL
EDUCATION COMMITTEE
ASSISTANT FOR PHYSICAL EDUCATION Scale 1
ST. FRANCIS XAVIER R.C. HIGH SCHOOL (BOYS)
Beaconsfield Road,
Liverpool L25 6EG
Required for September 1985 or as soon as possible thereafter a suitably qualified teacher to assist in the P.E. department of a secondary split-site boys comprehensive school with excellent facilities, including specialist grassed areas adjacent to the school, two swimming pools, hard playing areas and athletics would be an advantage but applicants with other strengths to offer would be equally considered.
Application forms available from (SAE) and returnable to the Head Teacher at the school. Previous applicants will not normally be reconsidered. Please quote ref. no. P 15/85(B). Closing date: 12th July 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (13690) 134222

LONDON
SACRED HEART HIGH SCHOOL
619 Fulham Road,
London W6 7DG
Girls R.C. Voluntary Aided Comprehensive School
11 - 18 years, Roll 530
Required September Scale 1 Gym/Dance teacher. Dance is taken to CSE standard.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmistress at the above school. (03869) 134229

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ALEXANDRA HIGH
Alexandra Road, Tipton, West Midlands
(11 - 18 Comprehensive)
Required for September 1985:
HEAD TEACHER BOYS PE Scale 1. To teach throughout the school.
GEORGE SALTER HIGH SCHOOL
Clayhill Lane, West Bromwich, West Midlands
(11 - 16 Comprehensive)
HEAD TEACHER GIRLS PE Scale 1. BOYS PE Scale 1.
For all posts letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded by 19th July 1985 to the Head Teachers of the schools.
An equal opportunity employer, we welcome applications from members of the authority will disqualify. (08417) 134222

WALSALL
METROPOLITAN BOROUGH COUNCIL
COUNCIL
ST MARY'S R.C. HIGH SCHOOL
Queslett Road, Aldridge, Walsall WS9 8QE
Tel: Aldridge 454144
(Roll: 1,000)
Required for September 1985, a teacher of Girls' P.E. (Scale 1).
Applications from candidates who can offer a wide range of activities to the curriculum are welcome.
Application forms and further particulars available from the Headteacher, Mr. J.A. Bevan, B.Ed. (Hons.).
Closing date: 12th July 1985. (03860) 134222

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
P.E. SCALE 1
Required for September, Teacher of Girls P.E. in this well established 11 - 18 comprehensive school. Teaching available across the whole age range for candidates able to offer a variety of skills.
Forms and details from Headteacher on receipt of foolscap S.A.E. Closing date 14 days after the appearance of advertisement. (17497) 134222

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
PHYSICAL EDUCATION - SCALE 1
Required for September, Teacher of BOYS P.E. in this well established 12 - 18 comprehensive school. Teaching available across the whole age range for candidates able to offer a variety of skills. This is a temporary post for one term only in the first instance.
Forms and details from the Headmistress (foolscap s.a.e.). Closing date 14 days after appearance of advertisement. (08007) 134222

WIGAN
METROPOLITAN BOROUGH OF WIGAN
INCE ROSE BRIDGE HIGH SCHOOL
Bamfurlong, Ince, Wigan WN1 3HD
Tel: Wigan 44151
(11 - 16 mixed comprehensive
Required for Autumn, 1985
BOYS P.E. Scale 1 with MATHS
As equal opportunity employer, Ince Rose Bridge welcomes applications from members of the authority will disqualify.
134222

WIGAN
METROPOLITAN BOROUGH OF WIGAN
LEIGH ST MARY'S R.C. HIGH SCHOOL
Tyldesley Road, Astley, Tyldesley, Manchester M29 7EE
Tel: Atherton 884144
(11 - 18 mixed comprehensive
Required for Autumn, 1985
PART TIME GIRLS P.E. Scale 1
Five sessions.
Application forms and further particulars available from the Headteacher should be returned as soon as possible (s.a.e. please). Ref. A27/PE
(03980) 134222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NOWHERE SCHOOL
Dynes Lane, Sheffield S8 8HR
Required September 1985 a temporary part-time teacher of P.E. for one year in a lively innovative department to work 24 days a week. A willingness to teach one's own curriculum in mixed classes and examination sports studies would be an advantage. In addition, an interest in extra-curricular netball and equatics would help.
Applications in writing to the Headteacher at the school. Closing date: 12th July 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (13690) 134222

SURREY
EDUCATION COMMITTEE
GUILDFORD COUNTY SCHOOL
Farnham Road,
Guildford GU2 5AX
(11 - 16 mixed comprehensive
Roll 716 including 100 in Sixth Form)
Temporary Scale 1 BOYS PE teacher required for September 1985 for one year in the first instance with a possibility of becoming permanent. Candidates are asked to state second subject.
Letter of application and CV should be sent asap to Head. Previous applicants need not apply. (08356) 134222

WALSALL
METROPOLITAN BOROUGH COUNCIL
COUNCIL
ST MARY'S R.C. HIGH SCHOOL
Queslett Road, Aldridge, Walsall WS9 8QE
Tel: Aldridge 454144
(Roll: 1,000)
Required for September 1985, a teacher of Girls' P.E. (Scale 1).
Applications from candidates who can offer a wide range of activities to the curriculum are welcome.
Application forms and further particulars available from the Headteacher, Mr. J.A. Bevan, B.Ed. (Hons.).
Closing date: 12th July 1985. (03860) 134222

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
PHYSICAL EDUCATION - SCALE 1
Required for September, Teacher of BOYS P.E. in this well established 12 - 18 comprehensive school. Teaching available across the whole age range for candidates able to offer a variety of skills. This is a temporary post for one term only in the first instance.
Forms and details from the Headmistress (foolscap s.a.e.). Closing date 14 days after appearance of advertisement. (08007) 134222

WIGAN
METROPOLITAN BOROUGH OF WIGAN
INCE ROSE BRIDGE HIGH SCHOOL
Bamfurlong, Ince, Wigan WN1 3HD
Tel: Wigan 44151
(11 - 16 mixed comprehensive
Required for Autumn, 1985
BOYS P.E. Scale 1 with MATHS
As equal opportunity employer, Ince Rose Bridge welcomes applications from members of the authority will disqualify.
134222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NOWHERE SCHOOL
Dynes Lane, Sheffield S8 8HR
Required September 1985 a temporary part-time teacher of P.E. for one year in a lively innovative department to work 24 days a week. A willingness to teach one's own curriculum in mixed classes and examination sports studies would be an advantage. In addition, an interest in extra-curricular netball and equatics would help.
Applications in writing to the Headteacher at the school. Closing date: 12th July 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (13690) 134222

LONDON
SACRED HEART HIGH SCHOOL
619 Fulham Road,
London W6 7DG
Girls R.C. Voluntary Aided Comprehensive School
11 - 18 years, Roll 530
Required September Scale 1 Gym/Dance teacher. Dance is taken to CSE standard.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmistress at the above school. (03869) 134229

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ALEXANDRA HIGH
Alexandra Road, Tipton, West Midlands
(11 - 18 Comprehensive)
Required for September 1985:
HEAD TEACHER BOYS PE Scale 1. To teach throughout the school.
GEORGE SALTER HIGH SCHOOL
Clayhill Lane, West Bromwich, West Midlands
(11 - 16 Comprehensive)
HEAD TEACHER GIRLS PE Scale 1. BOYS PE Scale 1.
For all posts letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded by 19th July 1985 to the Head Teachers of the schools.
An equal opportunity employer, we welcome applications from members of the authority will disqualify. (08417) 134222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ABBEYDALE GRANGE SCHOOL
Hastings Road, Sheffield S7 2GU
Required for September 1985, a P.E. specialist to join a team of seven. An interest in basketball and athletics would be useful.
Apply to the Headteacher. Closing date: 12th July. (03765) 134229

NORTHAMPTONSHIRE
MONTAGUE SCHOOL
Weekly Guide Road,
Kettering, Northants.
NN16 9NS

TEACHER OF PE GIRLS
(Temporary appointment to cover Maternity Leave)
Required for 28th October a teacher of Girls PE to cover the Maternity Leave of the present teacher.
Further details and information from the Headmistress should be sent (SAE please) within two weeks of the advertisement. (12633) 134232

NORTHAMPTONSHIRE
KINGSTHORPE UPPER SCHOOL
Boughton Green Road,
Northampton NN2 7AP
Co-educational,
Comprehensive,
Community school - Group 12. NOR 1080
Required for 16th September, 1985, a well qualified TEACHER OF PHYSICAL EDUCATION, Scale 1, to join a committed and innovative department.
The successful applicant will teach full PE time-table, which includes a mode 3 CSE course, in the fourth and fifth year students.
The successful applicant should be willing to contribute some extra curricular activities of the faculty.
Please apply as soon as possible to the Headmaster for application forms enclosing sae.
This is initially a temporary post to cover for maternity leave. (08413) 134222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NOWHERE SCHOOL
Dynes Lane, Sheffield S8 8HR
Required September 1985 a temporary part-time teacher of P.E. for one year in a lively innovative department to work 24 days a week. A willingness to teach one's own curriculum in mixed classes and examination sports studies would be an advantage. In addition, an interest in extra-curricular netball and equatics would help.
Applications in writing to the Headteacher at the school. Closing date: 12th July 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (13690) 134222

ST HELENS
METROPOLITAN BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
CORYDEN HIGH SCHOOL
Shelford, Nottingham NG12 9JJ
(11 - 18 Comprehensive)
Roll 1258
BOYS PE AND GAMES SCALE 1
Required August for one year to teach Boys PE and Games.
Please contact the Headteacher for further details and application forms (SAE). (09091) 134222

LIVERPOOL
EDUCATION COMMITTEE
ASSISTANT FOR PHYSICAL EDUCATION Scale 1
ST. FRANCIS XAVIER R.C. HIGH SCHOOL (BOYS)
Beaconsfield Road,
Liverpool L25 6EG
Required for September 1985 or as soon as possible thereafter a suitably qualified teacher to assist in the P.E. department of a secondary split-site boys comprehensive school with excellent facilities, including specialist grassed areas adjacent to the school, two swimming pools, hard playing areas and athletics would be an advantage but applicants with other strengths to offer would be equally considered.
Application forms available from (SAE) and returnable to the Head Teacher at the school. Previous applicants will not normally be reconsidered. Please quote ref. no. P 15/85(B). Closing date: 12th July 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (13690) 134222

LONDON
SACRED HEART HIGH SCHOOL
619 Fulham Road,
London W6 7DG
Girls R.C. Voluntary Aided Comprehensive School
11 - 18 years, Roll 530
Required September Scale 1 Gym/Dance teacher. Dance is taken to CSE standard.
Applications, with curriculum vitae and the names and addresses of two referees, to the Headmistress at the above school. (03869) 134229

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ALEXANDRA HIGH
Alexandra Road, Tipton, West Midlands
(11 - 18 Comprehensive)
Required for September 1985:
HEAD TEACHER BOYS PE Scale 1. To teach throughout the school.
GEORGE SALTER HIGH SCHOOL
Clayhill Lane, West Bromwich, West Midlands
(11 - 16 Comprehensive)
HEAD TEACHER GIRLS PE Scale 1. BOYS PE Scale 1.
For all posts letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded by 19th July 1985 to the Head Teachers of the schools.
An equal opportunity employer, we welcome applications from members of the authority will disqualify. (08417) 134222

WALSALL
METROPOLITAN BOROUGH COUNCIL
COUNCIL
ST MARY'S R.C. HIGH SCHOOL
Queslett Road, Aldridge, Walsall WS9 8QE
Tel: Aldridge 454144
(Roll: 1,000)
Required for September 1985, a teacher of Girls' P.E. (Scale 1).
Applications from candidates who can offer a wide range of activities to the curriculum are welcome.
Application forms and further particulars available from the Headteacher, Mr. J.A. Bevan, B.Ed. (Hons.).
Closing date: 12th July 1985. (03860) 134222

WEST SUSSEX
HAZELWICK SCHOOL
Three Bridges, Crawley, Sussex
PHYSICAL EDUCATION - SCALE 1
Required for September, Teacher of BOYS P.E. in this well established 12 - 18 comprehensive school. Teaching available across the whole age range for candidates able to offer a variety of skills. This is a temporary post for one term only in the first instance.
Forms and details from the Headmistress (foolscap s.a.e.). Closing date 14 days after appearance of advertisement. (08007) 134222

WIGAN
METROPOLITAN BOROUGH OF WIGAN
INCE ROSE BRIDGE HIGH SCHOOL
Bamfurlong, Ince, Wigan WN1 3HD
Tel: Wigan 44151
(11 - 16 mixed comprehensive
Required for Autumn, 1985
BOYS P.E. Scale 1 with MATHS
As equal opportunity employer, Ince Rose Bridge welcomes applications from members of the authority will disqualify.
134222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
NOWHERE SCHOOL
Dynes Lane, Sheffield S8 8HR
Required September 1985 a temporary part-time teacher of P.E. for one year in a lively innovative department to work 24 days a week. A willingness to teach one's own curriculum in mixed classes and examination sports studies would be an advantage. In addition, an interest in extra-curricular netball and equatics would help.
Applications in writing to the Headteacher at the school. Closing date: 12th July 1985.

The City Council is an

SECONDARY SCIENCE
continued

BARNET
LONDON BOROUGH
CHRIST CHURCH C.E. SCHOOL
Hilton Avenue, Finchley, London N12 9HB
Tel: 01-445 2931
Roll 880
Required September, 1985: committed teacher of BIOLOGY (Scale 1), to work in close links with local Evangelical Church.

FRIERN BARNET COUNTY SCHOOL
Hemington Avenue, Friern Barnet, London N11 3LC
Tel: 01-368 2777
Mixed Comprehensive. Roll 588. 11 - 16. 4-form entry.
Required September 1985, teacher of SCIENCE (Scale 1), with ability to teach CHEMISTRY at SCIENCES to examination level. Interest in COMPUTER SCIENCES and ELECTRONICS an advantage.

RAVENSCROFT SCHOOL
Ravenscroft Park, London N20 8AZ
Tel: 01-445 2205
Co-educational Comprehensive. Roll 709.
Sixth Form 32
Required as Soon As Possible, teacher of BIOLOGY (Scale 1) to undertake an initially temporary appointment during maternity leave. Teaching assignment includes GENERAL SCIENCE to Lower School.

QUEEN ELIZABETH'S BOYS' SCHOOL
Queen's Road, Barnet, Herts. EN5 4DQ
Tel: 01-441 4646
Comprehensive. Roll 860.
Sixth Form 140
London Allowance £678 payable
Near east tube station High Barnet
Required September, 1985, teacher of BIOLOGY and COMBINED SCIENCE (Scale 1) able to teach across age and ability range. Some Sixth Form Biology teaching may be available to suitably qualified candidate. To join enthusiastic team of Science teachers in well appointed Science Faculty of nine laboratories and four Technicians. Successful candidate will make definite and positive contribution to area of extra-curricular activity. Assistance with RUGBY or CRICKET very welcome.
Apply in writing for all the above posts to Head Teacher with full c.v. and names of two referees, S.A.E.
For full-time posts: In approved cases assistance may be given towards the payment of removal expenses and regrading allowances.
(03889) 134824

BEXLEY
LONDON BOROUGH
CLEEVE PARK SCHOOL
Alma Road, Sidcup DA14 4ED
Tel: 01-300 7931
Required for September, 1985 a well qualified teacher for Biology. Environmental Science who is able to teach general science courses is to be considered. Applicants who are also able to teach Chemistry may be asked to teach at the present Girls' School but will not necessarily required for the present Boys' School days.
Application by letter to the Head with a full curriculum vitae. (08663) 134822

BEXLEY
LONDON BOROUGH
Education Service
TWYFORD CE HIGH SCHOOL
Twyford Crescent, Acton W3 9PZ
Required for September 1985 a teacher of Physics to join an expanding department in an Anglican Comprehensive.
Applicants should be in sympathy with the aims of a Church of England School.
London Weighting £1,038.
Application forms and further details obtainable from the Headmaster (SAE) at the school to be returned by 12 July 1985.
(08887) 134823

BRENT
LONDON BOROUGH OF BRENT
CHRIST THE SERVANT R.C. SCHOOL
Donnington Road, London NW10 3QX
Tel: 01-459 3631
Required September, 1985 teacher of PHYSICS (Scale 1) with ability to teach CHEMISTRY at SCIENCES to examination level. Interest in COMPUTER SCIENCES and ELECTRONICS an advantage.

BROMLEY
LONDON BOROUGH OF BROMLEY
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham, Kent BR3 3SJ
Tel: 01-650 8694
Number on Roll: 925, VIth Form: 80
Required for September, 1985 or January 1986, Graduate Master/Mistress to take physics to Advanced Level. Scale 3 plus £678 London Area Allowance. It is hoped to recruit an able and enthusiastic teacher who, besides being interested in examination work, will make use of the school's expertise in the teaching of electronics, microprocessors and technology. The school has a developing Sixth Form of 80 students and is in the forefront of the Borough's initiatives in course development of both new 'A' level and C.P.V.E. courses.
Application forms and further particulars may be obtained from the Headmaster at the school to whom completed forms should be returned by 16th July 1985. (157677) 134822

DEVON
Please see displayed advertisement on Page 31.
(03884) 134822

EALING
LONDON BOROUGH
Education Service
TWYFORD CE HIGH SCHOOL
Twyford Crescent, Acton W3 9PZ
Required for September 1985 a teacher of Physics to join an expanding department in an Anglican Comprehensive.
Applicants should be in sympathy with the aims of a Church of England School.
London Weighting £1,038.
Application forms and further details obtainable from the Headmaster (SAE) at the school to be returned by 12 July 1985.
(08887) 134822

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 850
Required September 1985, for Autumn Term only, teacher of Science Scale 1. Physicist preferred, but rearrangement of staff teaching commitment is possible so that chemist, or biologist may apply.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowance, £678.
Application forms (large SAE) obtainable from, and to be returned to, the Headmaster at the school as soon as possible.
An equal opportunity employer. (08307) 134822

BUCKINGHAMSHIRE
EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
DUBSLAT SCHOOL
The Grove, Newport Pagnell, Bucks.
Required from September 1985, graduate teacher of Chemistry to join a new and science department of 13 specialist Scale 1.
The successful candidate will teach science pupils across the full age and ability range up to 'A' level. All pupils at the school study at least one science up to age 16, and many take two. The science department offers courses in General Science for less able pupils and the successful candidate may be asked to assist with the teaching in this area. Applications should state which element of the science curriculum they will be happy to contribute to, apart from Chemistry.
Assistance with removal expenses and rented housing may be available in approved cases and there is a waiting list of housing to buy in the area.
Apply by letter to the Headmaster, M. Cole, B.A., on receipt of a foolscap stamped addressed envelope.
(03081) 134822

BUDDING TAX EXPERTS see Key Gee in the Miscellaneous section. (03589)

CROYDON
LONDON BOROUGH OF CROYDON
SYLVAN HIGH (M)
Maberley Road, London SE19 2JZ
Tel: 01-771 3261
Tenable: September 1985
A science teacher is required in this 11-16 co-educational High School of some 1,000 pupils. An approximately 60% of the successful candidate's time would be spent teaching in our science laboratories. The remainder would be spent teaching in our science workshop. Applicants should be able to teach Physics at least to 'O' level. Chemistry at 'O' level will be required. Electronics/Computer training would be an advantage but not essential.
Further details obtainable from the Head of Science and Head Teacher at the School.
SALARY - Burnham Scale 1 with London Area Allowance.
This post is exempt from LMSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (08645) 134823

HAMPSHIRE
WESTON PARK BOYS' SCHOOL
The Grove, Portsmouth Road, Southampton SO9 5LX
(12 - 15 Comprehensive NOR 764)
Required September temporary teacher of Physics/Science to 'O' and CSE levels and Computer Science to younger boys. BAS to Head for details. Also Scale 1 posts are initially temporary. (03545) 134822

HAMPSHIRE
BROOKFIELD SCHOOL
Brook Lane, Sarisbury Green, Nr. Southampton SO3 6QE
11 - 16 mixed Comprehensive - 1,000 on roll
Required September or as soon after as possible, PHYSICS with an interest in electronics - Scale 1 or Scale 2. Applications from College Leavers are invited for this post.
Applications in writing with full curriculum vitae and the names/addresses of two educational referees to Headmaster - b.a.e. please. Closing date 12th July, 1985.
(03063) 134822

HAMPSHIRE
ST. EDMUND'S SCHOOL
Arundel Street, Portsmouth PO1 1NX (Catholic Voluntary Aided. 7 F.E. and Large Sixth Form)
Required from September 1985, BIOLOGY SPECIALIST - SCALE 1.
Able to teach to 'A' Level. Curriculum vitae and names of two referees to the Headmaster. (03844) 134822

HERTFORDSHIRE
WYCHEN GIRLS' SCHOOL
Highbury Road, Hitchin, Herts. SG4 9RS
Tel: Hitchin 3162
Head: Mrs G. M. Warwick
500 on roll (Sixth Form 140)
Required for September, 1985, a graduate to teach Chemistry throughout the school to C.S.E. and 'O' and 'A' level standard. Well equipped laboratory and large A level Set.
Please apply in writing to the Headmistress (enclosing s.a.e.) giving details and names of two referees. (03507) 134823

HERTFORDSHIRE
HARROW
EDUCATION COMMITTEE
BENTLEY WOOD HIGH SCHOOL
Bridges Road, Stanmore, Middx. HA7 3NA
Tel: 01-954 2665
Required for September, temporary (1 year) teacher of General Science and Mathematics to teach mainly non-examination work in the lower school and some C.S.E. Biology. The school is a comprehensive for 780 girls aged 14 to 16 with its facilities and a tradition of success.
Apply by letter enclosing a c.v. and 2 referees.
Application forms from and to be returned to Headteacher as soon as possible. Please enclose stamped addressed envelope.

ST. BERNARD'S CONVENT HIGH SCHOOL FOR GIRLS
Milton Road, Westcliff-on-Sea
Tel: 0702 343585
(Roll 740)
SCIENCE AND MATHEMATICS, Scale 1
Required September for full ability age range. Chemistry to 'A' level welcomed but subject not essential.
Lay-by Plus c.v. to Head-teacher (foolscap s.a.e. please).

ST. CLERE'S COMPREHENSIVE SCHOOL
Bury Lane, Stanford-le-Hope
Tel: Stanford-le-Hope 541001
TEACHER OF CHEMISTRY, Scale 1 (London Fringe Allowance)
(Roll 900: 6 F.E.: 11 - 16)
Required September for non-denominational state school. To join an excellent department. This new school enjoys excellent laboratory facilities.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please).

SOUTHEND HIGH SCHOOL FOR BOYS
Prittlewell Chase, Southend-on-Sea
Tel: 0702 343074
(Roll 880)
PHYSICS TEACHER, Scale 1
Required September if possible this 11 - 18 four F.E. Selective 1800 on roll) post teaching available.
Apply Headteacher (foolscap s.a.e. please).
(09103) 134822

HARROW
EDUCATION COMMITTEE
BENTLEY WOOD HIGH SCHOOL
Bridges Road, Stanmore, Middx. HA7 3NA
Tel: 01-954 2665
Required for September, temporary (1 year) teacher of General Science and Mathematics to teach mainly non-examination work in the lower school and some C.S.E. Biology. The school is a comprehensive for 780 girls aged 14 to 16 with its facilities and a tradition of success.
Apply by letter enclosing a c.v. and 2 referees.
Application forms from and to be returned to Headteacher as soon as possible. Please enclose stamped addressed envelope.

HARROW
EDUCATION COMMITTEE
BENTLEY WOOD HIGH SCHOOL
Bridges Road, Stanmore, Middx. HA7 3NA
Tel: 01-954 2665
Required for September, temporary (1 year) teacher of General Science and Mathematics to teach mainly non-examination work in the lower school and some C.S.E. Biology. The school is a comprehensive for 780 girls aged 14 to 16 with its facilities and a tradition of success.
Apply by letter enclosing a c.v. and 2 referees.
Application forms from and to be returned to Headteacher as soon as possible. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER
(08810) 134822

HERTFORDSHIRE
SIR FREDERIC OSBORN SCHOOL
Fairlands Lane, Welwyn Garden City
TEACHER OF PHYSICS
There will be a vacancy in September 1985 for a Physics graduate to join a team of eight specialist science teachers, in this co-educational school of 960 pupils (190 in sixth form).
Nuffield and Combined Sciences is taught to years 3 and 4; Nuffield Chemistry and Physics in the separate sciences are taught thereafter. Active teaching could be available for a suitably qualified applicant; an experienced teacher could be offered appointment on Scale 3.
Apply to the Headmaster as soon as possible. Provide a detailed curriculum vitae (no format; details of two referees and a contact telephone number. (08520) 134822

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford
Roll: 1050 boys, 240 in 6th form
Required September, well qualified teacher of Chemistry to teach throughout the school, including very strong Sixth Form. Excellent facilities and outstanding opportunities. Scale 1 plus full London Fringe Allowance £264 p.a.
Apply by letter to Headmaster with full details of qualifications and interests, together with the names of two referees. (08529) 134822

HERTFORDSHIRE
TURNFORD SCHOOL
Mill Lane, Cheshunt, Herts EN8 8XA. All-ability, 8F in sixth form
Required for September 1985, one graduate teacher, part-time/full-time Teacher of Science, Scale 1 - 2. Preference for Physics desirable. The work is in the first instance in the Lower School where Nuffield Combined Science and, from September 1986, integrated sciences are taught. The School, which has excellent facilities, has a high local reputation and prides itself on its examination results.
Please apply to the Head Master (no forms) with full details including two referees, the amount of teaching time offered. See for further details. (08553) 134822

HILLINGDON
LONDON BOROUGH OF HILLINGDON
JOHN PENROSE SCHOOL
Northwood Way, Harefield, Uxbridge, Middlesex UB9 6QF
(Expected number on roll in September 1985 - 540)
Headteacher: V.H. Anderson, A.E., M.A.
Required for September 1985 Teacher of SCIENCE (Scale 1) to teach mainly Biology throughout the school and some C.S.E. Physics. There would be an opportunity for Chemistry if desired. There would be an opportunity for GCE teaching for candidates with an interest in this subject.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing date: ASAP.
Outer London Allowances Payable. (08035) 134822

HUMBERSIDE
EDUCATION COMMITTEE
SOUTH NORFOLKDIVISION
COLLEGIATE GRAMMAR SCHOOL
Cantley Road, Cantley
Head Teacher: P.J. Tead
No. on Roll: 1 1160
Required for September, 1985, BIOLOGY TEACHER, Scale 1. This is a temporary appointment one year to cover secondment. Preference will be appointed would be expected to contribute to the teaching of Courses at all levels in this 11 - 18 comprehensive school. The post would offer an opportunity to contribute to new developments in Biology and Science teaching.
Application forms obtainable from the Head Teacher at the School (s.a.e. please) to whom completed forms should be returned not later than 18th July, 1985.
Full and fair consideration will be given to all disabled applicants'. (13664) 134822

KENT
THE JUDD SCHOOL
Tonbridge, Kent, TN9 2PN
Required in September at this well-established grammar school of 750 pupils a teacher of physics at all levels including sixth form. The post could become permanent.
Apply with full details with names and addresses of two referees to Headmaster (08578) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CASTERTON COMMUNITY COLLEGE
Great Casterton, Stamford, Lincs.
(11 - 16 Secondary)
Roll 708
SCIENCE SCALE 1
Required August, a teacher of Physics to contribute to an established Science Department in this rural Community College (Worship Process Science in Years 1 and 2 and multiple science for all pupils to 16). An interest in Technology would be an advantage.
Please contact the Headteacher for further details and application forms (SAE). (09102) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD WEST SECONDARY SCHOOL FOR GIRLS
Heath Lane, Dartford
Group 10
Required for September 1985 enthusiastic teacher for Physics. This is a popular subject in the school and courses for both GCE and CSE are already in existence.
Letters of application and C.V. to Headmistress together with the names and addresses of two referees.
Closing date 19th July 1985.

DARTFORD DIVISION
DOWNS SCHOOL
Green Street, Green Road, Dartford, Kent DA1 [illegible]
Roll 1,000 (shortly 11 - 18
Wide Ability
Vacancy required for September. Science Teacher (Temporary) for one term. Fringe Allowance. Pleasant site on outskirts of Dartford with easy access to London and Kent Coast.
Applications to Headmaster with full curriculum vitae, s.a.e. and names and addresses of two referees.

GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend DA12 4LF
(Group 10)
Headmaster: M. Bowers, M.A.
Teacher of Biology, Scale 1, required from September 1985, for Biology to C.S.E. and 'O' level, plus Lower School Integrated Science. Rural site, new laboratories available for a suitable applicant.
Thamesview School opened in September, 1968, in new purpose built premises and serves a large private housing estate in a pleasant area on the east of Gravesend. The school is an oversubscribed 11 - 17 mixed high school of 1070 pupils within the Gravesend area of Kent. Comprehensive education.
Thamesview School caters for a wide range of CSE and GCE 'O' level courses. Apply by letter, as soon as possible, to the Headmaster at the School, giving full C.V. and the names and addresses of two referees.

CANTERBURY DIVISION
THE BAY PLEVNA SCHOOL
SECONDARY SCHOOL
Temporary Scale 1 teacher of Science, Scale 1 teacher of Integrated Science/Physics preferred, required for September, 1985.
Letters of application/curriculum vitae and names of two professional references to the Headmaster at the school in Bullockstone Road, Herne Bay, Kent CT6 7NB.

ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
(8 form entry | | 8 co-educational 11 - 18)
The Governors require a qualified teacher for Science (Physics). Scale 1 from September 1985.
Letters of application and c.v. (2 referees) to the Head teacher at the Vale Centre, Dover Road, Canterbury CT1 3EX. S.A.E. for further details and forms.

THANET DIVISION
ST. GEORGE'S C.E. (CONTROLLED)
SECONDARY SCHOOL
Broadstairs, Kent
Required for September 1985, Temporary full-time teacher for Science (Physics) in the Lower School and, if possible, Day and General Science to C.S.E. level. Possibility of a permanent post for suitable applicants.
Applications to the Head Teacher at the School with the names and addresses of two referees. (08557) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley, Leics. LE10 1LE
(14 - 19 Upper)
Roll 1864
SCIENCE SCALE 1
Required August teacher of Physics/Science to CSE and 'O' levels and Science to 'A' level.
Please contact the Headteacher for further details and application forms (SAE). (09093) 134822

LIVERPOOL
ST MARY'S HIGH SCHOOL
Windermere Terrace, Princes Park, Liverpool L8 3SD
Required for September 1985 as soon as possible. Graduate to assist in the teaching of Physics to C.S.E. 'O' and 'A' Level in this 11 - 18 years girls' comprehensive school. An interest in modern developments e.g. Control Technology would be an advantage. Scale 2 post available for suitable experienced candidate.
Application forms available from the Headmistress. Closing date 18th July, 1985.
(08643) 134822

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
ST. ANSELM'S CATHOLIC SCHOOL
Lynn Road, North Shields NE29 8LF
(11 - 18)
Required for 1st September 1985 as soon as possible thereafter,
SCIENCE TEACHER of BIOLOGY and GENERAL SCIENCE to CSE in this R.C. High School.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and all suitably experienced and qualified applicants, regardless of disability, sex, race or marital status.
(08574) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD WEST SECONDARY SCHOOL FOR GIRLS
Heath Lane, Dartford
Group 10
Required for September 1985 enthusiastic teacher for Physics. This is a popular subject in the school and courses for both GCE and CSE are already in existence.
Letters of application and C.V. to Headmistress together with the names and addresses of two referees.
Closing date 19th July 1985.

DARTFORD DIVISION
DOWNS SCHOOL
Green Street, Green Road, Dartford, Kent DA1 [illegible]
Roll 1,000 (shortly 11 - 18
Wide Ability
Vacancy required for September. Science Teacher (Temporary) for one term. Fringe Allowance. Pleasant site on outskirts of Dartford with easy access to London and Kent Coast.
Applications to Headmaster with full curriculum vitae, s.a.e. and names and addresses of two referees.

GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend DA12 4LF
(Group 10)
Headmaster: M. Bowers, M.A.
Teacher of Biology, Scale 1, required from September 1985, for Biology to C.S.E. and 'O' level, plus Lower School Integrated Science. Rural site, new laboratories available for a suitable applicant.
Thamesview School opened in September, 1968, in new purpose built premises and serves a large private housing estate in a pleasant area on the east of Gravesend. The school is an oversubscribed 11 - 17 mixed high school of 1070 pupils within the Gravesend area of Kent. Comprehensive education.
Thamesview School caters for a wide range of CSE and GCE 'O' level courses. Apply by letter, as soon as possible, to the Headmaster at the School, giving full C.V. and the names and addresses of two referees.

CANTERBURY DIVISION
THE BAY PLEVNA SCHOOL
SECONDARY SCHOOL
Temporary Scale 1 teacher of Science, Scale 1 teacher of Integrated Science/Physics preferred, required for September, 1985.
Letters of application/curriculum vitae and names of two professional references to the Headmaster at the school in Bullockstone Road, Herne Bay, Kent CT6 7NB.

ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
(8 form entry | | 8 co-educational 11 - 18)
The Governors require a qualified teacher for Science (Physics). Scale 1 from September 1985.
Letters of application and c.v. (2 referees) to the Head teacher at the Vale Centre, Dover Road, Canterbury CT1 3EX. S.A.E. for further details and forms.

THANET DIVISION
ST. GEORGE'S C.E. (CONTROLLED)
SECONDARY SCHOOL
Broadstairs, Kent
Required for September 1985, Temporary full-time teacher for Science (Physics) in the Lower School and, if possible, Day and General Science to C.S.E. level. Possibility of a permanent post for suitable applicants.
Applications to the Head Teacher at the School with the names and addresses of two referees. (08557) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley, Leics. LE10 1LE
(14 - 19 Upper)
Roll 1864
SCIENCE SCALE 1
Required August teacher of Physics/Science to CSE and 'O' levels and Science to 'A' level.
Please contact the Headteacher for further details and application forms (SAE). (09093) 134822

LIVERPOOL
ST MARY'S HIGH SCHOOL
Windermere Terrace, Princes Park, Liverpool L8 3SD
Required for September 1985 as soon as possible. Graduate to assist in the teaching of Physics to C.S.E. 'O' and 'A' Level in this 11 - 18 years girls' comprehensive school. An interest in modern developments e.g. Control Technology would be an advantage. Scale 2 post available for suitable experienced candidate.
Application forms available from the Headmistress. Closing date for applications - 18th July, 1985.
(08643) 134822

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
ST. ANSELM'S CATHOLIC SCHOOL
Lynn Road, North Shields NE29 8LF
(11 - 18)
Required for 1st September 1985 as soon as possible thereafter,
SCIENCE TEACHER of BIOLOGY and GENERAL SCIENCE to CSE in this R.C. High School.
Application forms are available on receipt of a s.a.e. from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and all suitably experienced and qualified applicants, regardless of disability, sex, race or marital status.
(08574) 134822

SALFORD
CITY OF SALFORD
EDUCATION DEPARTMENT
POPE JOHN PAUL II R.C. HIGH SCHOOL
Britannia Street, Salford M6 6FX
(11 - 16 Mixed Comprehensive)
General Science, Scale 1, plus B.P.A. preferably with Physics required for September 1985 or as soon as possible thereafter.
Please send S.A.E. for application form and particulars of the post to the Headteacher.
Completed forms should be returned to the Chairman of Governors, Mr. Sheldon, c/o Langworthy, 327 Great Cheetham Street East, Salford M7 0UE by 19th July, 1985. (19808) 134822

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
THORNBRIDGE SCHOOL
Thornbridge Avenue, Sheffield S12 3AN
Required for September 1985, Scale 1 teacher of Biology to join an established and successful team. This is a temporary post for one year, but a permanent commitment is to 'A' level.
Application forms to the Headteacher. Closing date: 5th July. (33556) 134822

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES
WROCKWARDINE WOOD SCHOOL
New Road, Wrockwardine Wood, Telford
Required for September 1985, temporary for one year, the first instance, a Scale 1 teacher of Biology to join the Science Dept in this 11 - 16 comprehensive school.
Application forms and details from the Head (SAE). (12618) 134822

SHROPSHIRE
EDUCATION COMMITTEE
EQUAL OPPORTUNITIES
11 - 16 Comprehensive
Required for September, enthusiastic graduate to teach lower school integrated science, also a temporary range in upper comprehensive school and 'A' level subjects to examination level, temporary for one year, to the first instance.
Please contact the Head immediately for details (ssae).
Tel: Oswestry 7782. (08605) 134822

SOMERSET
COUNTY COUNCIL
FROME COLLEGE
Frome
(13 - 18 mixed comprehensive. NOR 1475)
Temporary teacher of Chemistry and General Science, Scale 1.
For further details see Somerset composite. (03778) 134822

SOMERSET
COUNTY COUNCIL
FROME COLLEGE
Frome
(13 - 18 mixed comprehensive. NOR 1475)
Teacher of Physics, Scale 1.
For further details see Somerset composite. (03778) 134822

STAFFORDSHIRE
THOMAS ALLEYNE'S HIGH SCHOOL
Dove Bank, Uttoxeter ST14 8DU
Required from September 1985, teacher of BIOLOGY (Scale 1) to teach to all levels in this Senior High School (for 11 - 18 year olds). Teaching is in modern suite of laboratories by a strong Departmental team which would particularly welcome a Biologist who could offer teaching in the Mode 3 Integrated Science Scheme.
Application form and further details obtainable by telephone or letter to the Headmaster at the school (s.a.e.).
Canvassing will disqualify. Closing date 10 days from publication. Trade union membership is mandatory.
STAFFORDSHIRE COUNTY COUNCIL. (13643) 134822

SUFFOLK
COUNTY COUNCIL
STRADBROKE HIGH SCHOOL
Stradbroke IP21 5JN
(11 - 16; 373 pupils)
Required for September or as soon as possible thereafter, a teacher of Science. Scale 1. Science and some Mathematics specially interest in Biology essential.
Application forms and further details available from the Headteacher at the school to whom they should be returned. (08614) 134822

SURREY
EDUCATION COMMITTEE
PUBLIC HIGH SCHOOL
Tadworth
(12 - 16 mixed comprehensive. NOR 715 inc. 100 in sixth form)
Scale 1 Chemistry Teacher required for September 1985. Candidates are asked to state second subject.
Application forms and further details from the Headteacher, Mr. Leigh Heath [illegible] Tel: Burgh Heath [illegible] (08343) 134822

SURREY
EDUCATION COMMITTEE
SWELLAND SCHOOL
Ruxley Lane, West Ewell, Epsom
Mixed Comp 12 - 16, 780 plus 90 6th form
Temporary Scale 1 teacher of CHEMISTRY 1985 to cover period of Maternity Leave. Wide range of work available including 2nd Year Science, Joint 'O'/CSE and 'O' level with some 3rd Year classes.
Please telephone the school for further details (07-397 0671) but meanwhile send C.V. with details of 2 referees to Headteacher.
(08567) 134822

SECONDARY SCIENCE
continued

SURREY
EDUCATION COMMITTEE
OLYN SCHOOL
The Kingsway, Ewell, Surrey
Re-advertisement
Olyn is a boys' School, Group 9 (1 mile from Epsom) Scale (0 level) plus 'A' level.
Teacher of BIOLOGY and (ii) Teacher of SCIENCE, Scale 1, to teach to 'O' level and C.S.E. Science to C.S.E. and G.B.I. Experience in Science course.
Please send S.A.E. for application form and particulars of the post to the Headteacher, Mr. Sheldon, c/o Langworthy, 327 Great Cheetham Street East, Salford M7 0UE by 19th July, 1985. (19808) 134822

WAKEFIELD
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
KNOTTINGLEY HIGH SCHOOL
Beechnwood Avenue, Knottingley WF11 0AN
(12 - 16) (1016 on roll)
Required September 1985
Scale 1 teacher of SCIENCE/PHYSICAL SCIENCE.
Further details on request.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08141) 134822

WALSALL
TEACHER OF SCIENCE
WITTS MATHEWS SCALE 1
A qualified teacher is required to work within two large departments housed in specialist accommodation from September, 1985.
Application forms and further details from the Head Teacher, Mr. Spence, Comprehensive School, Old Hall Lane, Aldridge, Walsall.

WARWICKSHIRE
COUNTY COUNCIL
BISHOP WULFSTAN R.C. HIGH SCHOOL
Oak Street, Off Coventry Road, Rugby CV22 5EA
(12 - 16, 360 on roll)
Required September 1985, teacher of SCIENCE. Applicants will be able to teach more than one Science specialisation to 'O' level. Second specialist candidate will be expected to assist with Girls' Games and take a full part in the pastoral system of the school.
Further details and application form available from the Head at the school. Completed forms and letters of application containing the names and addresses of two referees should be sent to the Chief Clerk to the Governors of the school as soon as possible thereafter.
Teacher, Scale 1, for Science and some Mathematics, specially interest in Biology essential.
Application forms and further details available from the Headteacher at the school to whom they should be returned as soon as possible.
Applications from suitably qualified teachers are invited for the post of Science Technician in this 11 - 16 comprehensive school. Applicants should be able to work as a member of a team and be willing to make a significant contribution in the general area of Science, C.D.T. and Extension studies.
We seek a leader and motivator of technicians who is able to negotiate at all levels within the School and who is able to lead by example, hard work and inspiration.
The School is 10 - 11 form entry, organised in Houses, taking pupils in the range 12 plus to 18 plus. It has modern, specific buildings on a large, well laid out site and has extensive facilities.
Application forms and further details, together with a copy of the document which outlines the Council's Equal Opportunity and Sex-Equality Policy, obtainable from the Head Teacher at the School, on receipt of s.a.e.). Completed applications forms should be returned by 19th July 1985. (13668) 135620

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, West Sussex
Required for September, 1985 Scale 1 Teacher of Science.
Drama Specialist required for full-time 1,300 strong community school.
Drama courses well established and including sixth form.
Experience in production work helpful. Excellent facilities.
Apply to Headmaster by return with c.v. and two referees. (08671) 135622

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
NORTICOTE SCHOOL
Required for September 1985:-
1. Applications are invited from final year of experienced teachers able to teach Physics to 'O' level standard.
This is a mixed comprehensive with 847 on roll situated in the northern area of the borough with well equipped facilities for all areas of the curriculum.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RH, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, colour or ethnic origin, and from people with disabilities who have the necessary aptitudes to do the job. (08178) 135622

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, West Sussex
Required for September, 1985 Scale 1 Teacher of Science.
Drama Specialist required for full-time 1,300 strong community school.
Drama courses well established and including sixth form.
Experience in production work helpful. Excellent facilities.
Apply to Headmaster by return with c.v. and two referees. (08671) 135622

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
NORTICOTE SCHOOL
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Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, colour or ethnic origin, and from people with disabilities who have the necessary aptitudes to do the job. (08178) 135622

SANDWELL
METROPOLITAN BOROUGH COUNCIL
Required for September 1985
GEORGE SALTER HIGH SCHOOL
(11 - 16 Comprehensive)
DRAMA Scale 1
School will operate a creative arts core course in Upper School from September.
Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to Head Teacher, Claypit Lane, West Bromwich, West Midlands. Closing date 15th July 1985.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (08173) 135622

SHROPSHIRE
EDUCATION COMMITTEE
CHURCH STRETTON SCHOOL
Shrewsbury Road, Church Stretton, Shropshire
Temporary Scale 1 teacher of Drama required for September for one year.
Further details and application form from the Head on receipt of a stamped addressed envelope. (12388) 135622

WEST SUSSEX
THOMAS BENNETT SCHOOL
Ashdown Drive, Tilgate, Crawley, West Sussex
Required for September, 1985 Scale 1 Teacher of Science.
Drama Specialist required for full-time 1,300 strong community school.
Drama courses well established and including sixth form.
Experience in production work helpful. Excellent facilities.
Apply to Headmaster by return with c.v. and two referees. (08671) 135622

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
NORTICOTE SCHOOL
Required for September 1985:-
1. Applications are invited from final year of experienced teachers able to teach Physics to 'O' level standard.
This is a mixed comprehensive with 847 on roll situated in the northern area of the borough with well equipped facilities for all areas of the curriculum.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RH, to whom they should be returned within 14 days of this advertisement. (SAE Please).
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, colour or ethnic origin, and from people with disabilities who have the necessary aptitudes to do the job. (08178) 135622

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SEVEN KINGS HIGH SCHOOL, Cleveland Rd., Ilford IG2 7BT Essex
Tel: 01-554 8938
Head: Miss M.B. Evans, M.A.
Required for September 1985, a fully qualified teacher of Drama for this mixed 11 - 18 Comprehensive School. Applicants should state subsidiary subject.
The post is on Scale 1 with Outer London Allowance.
Applications from employees of the GLC and MCC's with relevant experience will be welcome.
Please apply in writing to the Head as soon as possible, giving full details and names and addresses of two professional referees. (08471) 135622

HILLINGDON
LONDON BOROUGH OF HILLINGDON
Please see under Scale 1 English. (08021) 135622

NORTH YORKSHIRE
COUNTY COUNCIL
GRAHAM SCHOOL
Woodlands Drive, Scalby, Y013 6QN
Group 11, Mixed 11 - 18
Required, January, 1986 on roll teacher for DRAMA & ENGLISH, as Scale 1.
An enthusiastic teacher is required to share in the Head of Drama's teaching of Drama throughout the school. Some teaching of English in the Upper School and Integrated Studies in the Lower School is also expected. Excellent new and improved drama facilities for Drama are available.
Forms and further details may be obtained from the Headteacher at the school, to whom completed forms should be returned as soon as possible. (0.s.a. please).
(03566) 135622

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
SEVEN KINGS HIGH SCHOOL, Cleveland Rd., Ilford IG2 7BT Essex
Tel: 01-554 8938
Head: Miss M.B. Evans, M.A.
Required for September 1985, a fully qualified teacher of Drama for this mixed 11 - 18 Comprehensive School. Applicants should state subsidiary subject.
The post is on Scale 1 with Outer London Allowance.
Applications from employees of the GLC and MCC's with relevant experience will be welcome.
Please apply in writing to the Head as soon as possible, giving full details and names and addresses of two professional referees. (08471) 135622

Social Studies

Scale 1 Posts

DERBYSHIRE
See Derbyshire Display advert post reference AE/ 17/

SECONDARY OTHER THAN BY SUBJECT

continued

BUCKINGHAMSHIRE

BUCKS/WYCOMBE AREA
EQUAL OPPORTUNITY EMPLOYER
HATTERS LANE SECONDARY SCHOOL
High Wycombe, Bucks.
Head: Mr. E.J. Glover, M.A. (Hons) (Oxon.)
Required for September 1985 during the temporary maternity leave of a permanent member of staff. Scale 1.

Remedial Teacher temporary part time (.5) to work within a developing special education department where pupils have learning difficulties particularly in Maths and English.

Physics education temporary part time (.5) to work in a department with a high standard of participation and achievement.

For a suitable candidate the above posts could be combined into a temporary full time post.

Apply by letter including names of 2 referees (if not already sent) as soon as possible. (01-8629) 135632

ISLE OF MAN

BOARD OF EDUCATION

BALLAKERMEEN HIGH SCHOOL
Douglas

TEACHER OF ART & GAMES (SCALE 1)

Required for September 1985. This is a temporary appointment for 1 year.

Letters of application giving full curriculum vitae and names and addresses of two referees to the Headmaster, Ballakermeen High School, Douglas by 10th July, 1985. (03572) 135622

ISLE OF MAN

BOARD OF EDUCATION

BALLAKERMEEN HIGH SCHOOL
Douglas

TEACHER OF HISTORY & GAMES (SCALE 1)

Required for September 1985. This is a temporary appointment for 1 year.

Letters of application giving full curriculum vitae and names and addresses of two referees to the Headmaster, Ballakermeen High School, Douglas by 10th July, 1985. (03571) 135628

KIRKLEES

METROPOLITAN COUNCIL
EDUCATION SERVICE
RELIEF TEACHERS
(Vacancies)

Applications are invited from qualified secondary teachers for relief work, covering all subject areas, during the absence on full pay of permanent staff-holders attending in-service training courses throughout the Academic Year 1985/86.

Application forms and further details (s.a.e. please) available from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield. This form, on which completed forms should be returned within 7 days of the appearance of the advertisement in the press. 135622

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

SIR JOHN ATHAM NORTH COMMUNITY COLLEGE
Ashby Road, Coalville
Lane East, Leicester LE2 5PU

(11 - 16 Secondary)

Roll 790

GENERAL SUBJECTS SCALE 1

Required August 86th teacher of General Subjects Scale 1, to assist in the development of a first year base. Some primary school experience could be an advantage.

Please contact the Headteacher for further details and application forms (SAE). (09106) 135622

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
SHERIFF LEAS SCHOOL
APPOINTMENT TO A SCALE 1/2 POST

Required from September 1985, or as soon as possible thereafter a suitably qualified and experienced teacher to help develop the post 16 educational programme in the school, for pupils who have severe and profound learning difficulties. The successful candidate will have experience of working with young people in the development and independence skills and will be part of a multi-professional team.

Application forms are obtainable from and returnable to, the Deputy Teacher-in-Charge, Sheriff Leas School, Burnside Field Road, Newcastle upon Tyne NE3 3DS by Wednesday, 17th July, 1985. (08539) 135628

NEWHAM

LONDON BOROUGH OF NEWHAM
TRINITY SCHOOL
Barking Road, London E16 4DD
Head Teacher: A.P. Richardson
Number on roll: 550 boys
TEMPORARY TEACHER OF GENERAL SUBJECTS (to cover maternity leave)
1) Lower and Middle Schools (4 posts)
2) Upper Schools (2 posts)
Salary Burnham Scale 1 or 2 depending on experience
Required from October 1985. A temporary teacher of general subjects to cover for Mrs. Lloyd's maternity leave of a permanent member of staff. Scale 1.

Remedial Teacher temporary part time (.5) to work within a developing special education department where pupils have learning difficulties particularly in Maths and English.

Physics education temporary part time (.5) to work in a department with a high standard of participation and achievement.

For a suitable candidate the above posts could be combined into a temporary full time post.

Apply by letter including names of 2 referees (if not already sent) as soon as possible. (01-8629) 135632

NORTHAMPTONSHIRE

MULTICULTURAL EDUCATION SERVICE

The following posts are available to start in Autumn (Some Office Approval)

TRINITY UPPER SCHOOL IN NORTHAMPTON

A qualified and EXPERIENCED TEACHER is required to work alongside another teacher in a unit in this Upper School. The teacher supported will have understanding of and interest in the full educational potential of pupils from the Afro-Caribbean background. The teacher must be prepared to promote good home/school links and be ready to accept a flexible time table which enables the teacher to help pupils both outside conventional hours and during Saturday supplementary classes. Scale 1 or 2 according to experience.

BENGALI TEACHER

A qualified secondary trained BENGALI TEACHER is required for Trinity Upper School in Northampton to teach Bengali. The successful candidate will be able to work a flexible time table offering classes during and after the normal school hours and to develop links with the community. Language classes. Scale 1 or 2 according to experience.

Application form and further details available from the County Education Officer (Ref ST/ED), Northampton House, Northampton NN1 1SP on receipt of a stamped addressed envelope. Please quote the post title when applying. Closing date for receipt of completed forms 19th July, 1985. Interviews will be held during the week commencing 29th July, 1985. (08555) 140018

OXFORDSHIRE

COUNTY COUNCIL
CARRIBEAN TEAM
11 Lower and Middle Schools (4 posts)
Salary Burnham Scales 1 or 2 depending on experience
Required from January 1986 or sooner if possible. Oxfordshire is recruiting a team of teachers to develop strategies for meeting the educational needs of children of Caribbean origin across the age and ability range. Candidates should be prepared to teach basic skills in English/Maths, and give support in other subjects, and to help with parents. One post will include examination options and responsibilities. Applications are invited from qualified primary/secondary teachers. Personal and professional experience of black families is essential. Apply as soon as possible and no later than September 13th 1985.

Further details from Advisory Centre for Multi-Cultural Education, East Oxford First School, Union Street, Oxford OX4 1JP. Tel: Oxford 725580. (08558) 135628

ROTHERHAM

METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

OAKWOOD COMPREHENSIVE SCHOOL
11 - 16 Mixed, approx. 1112 on roll

Required for September, 1985

ASSISTANT TEACHER - SCALE 1

Teacher for Geography with some Boys P.E. Applicants with an honours degree, CDT or another subsidiary subject are invited to apply.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher of the School: Moorgate Road, Rotherham S60 2UE (Tel: Rotherham 573664).

G. Crane, Director of Personnel Resources. (08171) 135628

SOLIHULL

EDUCATION COMMITTEE

PARK HALL SCHOOL
Water Orton Road, Castle Bromwich, Birmingham B36 0HF

Tel: 747 2876/748 2121

Required for September 1985 in this 11 - 18 all-ability School a Scale 1 teacher of Economics and Sociology/Social Science. for one year, initially.

The ability to teach up to 'A' level essential.

Apply by letter to the Head Teacher enclosing c.v. and s.a.e. (12540) 135622

ST. HELENS

METROPOLITAN BOROUGH COUNCIL
COMMUNITY EDUCATION DEPARTMENT
PARR HIGH SCHOOL
Parr Hall Road, St. Helens WA9 1ST
(11 - 18 Years, Mixed Comprehensive, 1,136 on roll)
25 in Sixth Form
MATHEMATICS/ENGLISH (Scale 1)
A teacher of Mathematics and English in the lower school is required for a one year temporary appointment to cover for a secondment.

Application forms are available from the Head Teacher to whom they should be returned as soon as possible. (08195) 135622

Scale 2 Posts and above

SANDWELL

METROPOLITAN BOROUGH COUNCIL

WEST PARK COLLEGE

(16 - 19 Open Access Co-Educational Secondary College)

Required for September 1985 or as soon as possible thereafter.

ENGLISH Scale 2,

Experience in 'A' level (Literature and Language) and with an interest in communications and media studies.

Application forms and further details available from and returnable to the Principal, Holly Lane, Smethwick, Warley, West Midlands. Closing date: 16th July 1985.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (12698) 140092

WEST SUSSEX

WORTHING SIXTH FORM COLLEGE
MATHEMATICS
Scale 2 under Secondary. (17494) 140092

WEST SUSSEX

HAYWARDS HEATH SIXTH FORM COLLEGE
NOR 1,000
TEACHER OF COMPUTER SCIENCE (TEMPORARY)

Required September 1985, a full-time specialist teacher of Computer Science to teach this subjects up to 'A' level, and to help with a small amount of 'O' level Mathematics. This is a temporary post for one year during leave of absence of the present Head of the Computing Department. A Scale 3 post could be available for an experienced teacher able to assist with departmental administration for the year.

Full details of the post and application forms are available from the College Secretary, Harlands Road, Haywards Heath, West Sussex, RH16 1LY upon receipt of s.a.e. Final date for applications two weeks after publication of this advertisement. (08107) 140090

Scale 1 Posts

BEDFORDSHIRE

SOUTHERN AREA: LUTON
SIXTH FORM COLLEGE
Braddens Hill Road, Luton, Beds.
Tel: 0582 412005
Required 1.9.1985 a teacher of Economics/Business Studies, Scale 1. Ability to teach Government to 'O' level an advantage. One year temporary appointment in the first instance.

Application forms and further particulars obtainable from and returnable to the Head at the College, see below.

Closing date 16 July 1985. (12683) 140022

DUDLEY

METROPOLITAN BOROUGH

(Equal Opportunity Employer)

HALESOWEN (TERTIARY) COLLEGE

The college opened in September 1982 and now has over 120 full-time staff and more than 900 students, nearly half on A level courses. On a hilltop within sight of open country, the college has excellent buildings and facilities. It is already a success and demand for places is strong. There will be vacancies for September as follows:-

LECTURER I IN ECONOMICS & ACCOUNTS

To teach O & A level Economics and BTEC Accounting up to BTEC National Year 2. Experience of teaching to the levels required an advantage. Applications welcomed from those recently qualified.

LECTURER I IN DRAMA AND ENGLISH

To teach both subjects to O and A level. Willingness to help with school play productions an advantage. Experience of teaching to these level desirable but applications welcomed from those recently qualified.

Further particulars available from college. Apply by letter enclosing full curriculum CV to David Terry, Principal, Halesowen College, Whittingham Road, Halesowen, West Midlands B63 3NA, or ring 021 550 6651 for details. Closing date 19th July, 1985. (08165) 140022

SALFORD

CITY OF SALFORD
EDUCATION DEPARTMENT
PENDLETON COLLEGE
Dronfield Road, Salford M6 7ER
600 students aged 16 - 19 (Group XII)
Required in September 1985 ART AND DESIGN TUTOR (SCALE ONE). A versatile and enthusiastic graduate to teach Art to Advanced and Ordinary level students, specialising in painting. Photography would be an advantage.

Please send s.a.e. for application form and further particulars to the Principal, to whom completed applications should be returned by 12th July, 1985. (08555) 140022

SURREY

EDUCATION COMMITTEE
SPELTHORNE COLLEGE
Church Road, Ashford, Middx. TW15 2UL
A full time temporary post is available from September to cover a period of maternity leave for a large MATHEMATICS Department in this Sixth Form College. Any applicant would be expected to teach Mathematics up to 'A' level with a flair towards Statistics at this level.

Full details and application forms from the Principal, Tel: Ashford 48666. (08585) 140022

WEST SUSSEX

WORTHING SIXTH FORM COLLEGE
MATHEMATICS
Scale 2 under Secondary. (17494) 140092

Special Education

Headships

HAMPSHIRE

WINTON LODGE SCHOOL
London Road, Andover
Required January 1986 or earlier.

Group 5a Headteacher, S.A.E. for application form/further details from A.S.O. Sun Alliance House, 45 Wote Street, Basingstoke, Hants.

Closing Date for receipt of completed applications 12th July 1985. (03060) 140010

HEREFORD AND WORCESTER

COUNTY COUNCIL
HEAD OF SERVICE (78)
HEARING IMPAIRED CHILDREN

Applications are invited for the above post from qualified and experienced teachers of hearing impaired children who have obtained a further qualification in audiology.

The post becomes vacant on January 1st, 1986. Subsistance and car mileage allowances are payable at nationally agreed rates and a current driving licence is necessary.

Application forms and further information may be obtained from the County Education Officer (SSW/G/11), County Education Office, Castle Street, Worcester WR1 3AQ.

Closing date Friday, 30th August, 1985. (13544) 140010

Deputy Headships
Second Masters/ Mistresses

AVON COUNTY

WANSDYKE SCHOOL
Oroma Road, Odd Down, Bath BA2 2QF
Required from 1st January 1986, Deputy Head (Group 4S) to share the running of this all-age school for children with emotional/behavioural difficulties with responsibility for Curriculum development and planning. Applicants should be suitably qualified and have good potential managerial qualities.

The school has hostel provision for 12 pupils on a 4-nightly basis.

Further details from (see please), and letters of application to, the Headteacher immediately giving full c.v. and names of two referees.

Avon is an equal opportunities employer. (08111) 140012

BEXLEY

LONDON BOROUGH
WEST HROOKE SCHOOL
Welling
Group 4(6)
DEPUTY HEAD TEACHER

Applications are invited from enthusiastic and experienced teachers, with a working knowledge of behaviour modification techniques, for this purpose-built day school for 150 primary aged children with behavioural or emotional difficulties. Application of a degree or an advanced Diploma in Special Education would be an advantage. The vacancy arises on promotion of the present postholder.

Required for 1st January 1986.

Application forms and further details available from the Chief Education Officer for Schools (T.D.), Town Hall, Crayford, Kent DA1 4EN (enclosing foolscap s.a.e.) to whom they should be returned by 12th July 1985. (08720) 140012

KENT

COUNTY COUNCIL
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
DEPUTY HEAD

The Centre, which has a well established service for hearing impaired children, offers a comprehensive audiological service and close liaison with health and educational services.

There is a vacancy for a well-experienced and qualified teacher of Hearing Impaired Children arising from the retirement of the previous post holder. Candidates should preferably have experience with children with additional needs and experience in linguistics, the language development and assessment of children with a hearing loss or education audiology and clinic testing of babies and small children. Experience and knowledge of the technical side of audiological equipment and hearing aids also required.

The post is with effect from January 1986 or soon if possible. Candidates who are unlikely to be available until a later date will still be considered.

Salary Scale 3 plus SSA (currently £747 pa).

Further details and application forms available from the County Education Officer (T7), Springfield, Maidstone, Kent ME14 2LX (s.a.e. please) to whom they should be returned by 26th July 1985.

This is a re-advertisement, previous applicants will be reconsidered. (08537) 140018

OLDHAM

METROPOLITAN BOROUGH

DEPUTY HEAD OF SERVICE FOR THE HEARING IMPAIRED
Scale 3(8)

PARK DEAN SCHOOL
65 Alt Edge Road, Fitton Hill, Oldham OL8 3PY

Available from January 1986 (or earlier if possible) a enthusiastic teacher is required with knowledge of or experience of teaching the hearing impaired. An appropriate qualification as a teacher of the hearing impaired is essential.

The post involves close co-operation with the Head of the Service and the Head of the school.

Application forms/further details (see please) from the Head at the school, returnable to him by 19th July 1985. (12677) 140018

OLDHAM

METROPOLITAN BOROUGH

DEPUTY HEAD OF SERVICE FOR THE VISUALLY IMPAIRED
SCALE 3(8)

PARK DEAN SCHOOL
St Martin's Road, Fitton Hill, Oldham OL8 3PY

Available from January 1986 (or earlier if possible) a enthusiastic teacher is required with substantial experience and knowledge of teaching the visually impaired, an appropriate qualification as a teacher of the visually impaired is essential.

The post involves close co-operation with the Head of the Service and the Head of the school.

Application forms/further details (see please) from the Head at the school, returnable to him by 19th July 1985. (12675) 140018

SANDWELL

METROPOLITAN BOROUGH COUNCIL

Deputy Head of Service for the Visually Impaired

Required September 1985 or as soon as possible thereafter, for this challenging post a unit for up to 24 pupils of primary age who have social, emotional and behavioural difficulties. The teacher-in-charge will be responsible for the day to day running of the Unit and for liaising a team of teaching and non-teaching staff. Interested applicants are welcome to visit the Unit and discuss the post with the Acting Teaching-in-Charge (021 554 7585).

Application forms and further details enclosing s.a.e. are available from and returnable to the Head Teacher, Beech Down Primary School, Gershwin Road, Brighton Hill, Basingstoke.

Vacancy subject to promotion.

An enthusiastic and experienced teacher, preferably holding an advanced qualification, is required to lead a team of teachers and ancillary staff in the above unit. An interest in computer development, and a willingness to further develop liaison with parents is required. Experience is essential.

It is envisaged that the successful applicant will become a key member of an expanding Resource Team, offering support to children with learning difficulties.

There is a vacancy for a well-experienced and qualified teacher of Hearing Impaired Children arising from the retirement of the previous post holder. Candidates should preferably have experience with Infant/Lower Junior children and experience in linguistics, the language development and assessment of children with a hearing loss or education audiology and clinic testing of babies and small children. Experience and knowledge of the technical side of audiological equipment and hearing aids also required.

The post is with effect from January 1986 or soon if possible. Candidates who are unlikely to be available until a later date will still be considered.

Salary Scale 3 plus SSA (currently £747 pa).

Further details and application forms available from the County Education Officer (T7), Springfield, Maidstone, Kent ME14 2LX (s.a.e. please) to whom they should be returned by 26th July 1985.

This is a re-advertisement, previous applicants will be reconsidered. (08537) 140018

SURREY

EDUCATION COMMITTEE
North East Area - Peripatetic Service

Required September 1985 or as soon as possible thereafter, a Scale 2 two year teacher to work at Secondary level on an unattached basis, based in the Borough of Epsom and Ewell. The appointee will be responsible to the Area Education Psychologist and to the secretarial team and must hold a valid driving licence and have a car for which a casual car user allowance is available.

Application forms and further details from North East Area Education Office, Monument Hill, Weybridge, Surrey Tel: Weybridge 46000 (12615) 140020

SUSSEX

EAST SUSSEX COUNTY COUNCIL
EDUCATION DEPARTMENT
Applications are invited for the following posts:

1. Head of Department, Scale 3 to have responsibility for Nursery/Assessment Unit and Reception Class in the Main School.

Vacancy subject to promotion.

An enthusiastic and experienced teacher, preferably holding an advanced qualification, is required to lead a team of teachers and ancillary staff in the above unit. An interest in computer development, and a willingness to further develop liaison with parents is required. Experience is essential.

It is envisaged that the successful applicant will become a key member of an expanding Resource Team, offering support to children with learning difficulties in mainstream schools.

Possible housing assistance.

Further details and an application form available from the Head Teacher at the above address (s.a.e. please). Closing date 19th July. (08156) 140018

CAMBRIDGESHIRE

(Equal Opportunity Employer)
TILTERTON HOUSE SCHOOL
Required for September, Head of the Unit for Hearing Impaired Children, a Scale 3 post (£9,801 - £12,447 pa) and Deputy Headteacher: Scale 2 (£8,114 - £10,107 p.a.). A house is available and the successful applicant will be required to live there.

Application forms and further details from Acting Headteacher, Cambridge CB3 0QD (s.a.e. please). (08148) 140018

Scale 2 Posts and above

BUCKINGHAMSHIRE

Inner London Education Authority
PENN BOARDING SCHOOL
Church Road, Penn, High Wycombe, Bucks.
(Hearing Impaired with additional handicaps)
1 Scale 3(a) Teacher of the Deaf with responsibility for Reading and Related skills.
1 Scale 2(a) Teacher of the Deaf with responsibility for Library and Language Resources.

See full advertisement in the ILEA Schools advertisement. (08160) 140020

CHESHIRE

EDUCATION COMMITTEE

SERVICE FOR THE HEARING IMPAIRED

APPOINTMENT OF SENIOR ADVISORY TEACHER (SCALE 3)
(£9,801 - £12,447 pa)

To contribute to the team of advisory teachers working with pre-school and infant age children and their parents, personal and caseload probably within the central and southern parts of Cheshire. Applicants should also have the potential to develop a wide role to meet the needs of hearing impaired children with additional problems.

Previous applicants will receive further consideration.

Qualifications as teacher of the deaf and appropriate experience essential in both cases.

Essential car users allowance.

Further particulars and application forms from the Director of Education, (Ref SA/ED), County Hall, Chester, to whom completed applications should be returned by 19th July 1985. (03551) 140020

HAMPSHIRE

THE WENDAN
Gershwin Road, Brighton Hill, Basingstoke
Scale 3 plus SSA
Non roll: 16
Required January 1986
Teacher-in-Charge.

Applications are invited from suitably qualified experienced and enthusiastic teachers for this challenging post in a unit for up to 24 pupils of primary age who have social, emotional and behavioural difficulties. The teacher-in-charge will be responsible for the day to day running of the Unit and for liaising a team of teaching and non-teaching staff. Interested applicants are welcome to visit the Unit and discuss the post with the Acting Teaching-in-Charge (0256 475785).

Application forms and further details enclosing s.a.e. are available from and returnable to the Head Teacher, Beech Down Primary School, Gershwin Road, Brighton Hill, Basingstoke.

Vacancy subject to promotion.

An enthusiastic and experienced teacher, preferably holding an advanced qualification, is required to lead a team of teachers and ancillary staff in the above unit. An interest in computer development, and a willingness to further develop liaison with parents is required. Experience is essential.

It is envisaged that the successful applicant will become a key member of an expanding Resource Team, offering support to children with learning difficulties in mainstream schools.

Possible housing assistance.

Further details and an application form available from the Head Teacher at the above address (s.a.e. please). Closing date 19th July. (08156) 140018

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1 Scale 2(a) Teacher of the Deaf with responsibility for Library and Language Resources.

See full advertisement in the ILEA Schools advertisement. (08160) 140020

Heads of Department

CAMBRIDGESHIRE

EQUAL OPPORTUNITY EMPLOYER
MARSHFIELDS SCHOOL
CHILDREN WITH SPECIFIC LEARNING DIFFICULTIES (MLD)
Eastern Close, Eastern Avenue, Peterborough PE1 4PF
Tel: Peterborough 68058
Required September 1985
Group 7S Roll: 130 - age range 7 - 16
Required for January, 1986:-

Head of Department, Scale 3S to have responsibility for Nursery/Assessment Unit and Reception Class in the Main School.

Vacancy subject to promotion.

An enthusiastic and experienced teacher, preferably holding an advanced qualification, is required to lead a team of teachers and ancillary staff in the above unit. An interest in computer development, and a willingness to further develop liaison with parents is required. Experience is essential.

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Possible housing assistance.

Further details and an application form available from the Head Teacher at the above address (s.a.e. please). Closing date 19th July. (08156) 140018

HILLINGDON

LONDON BOROUGH OF HILLINGDON

LANGUAGE UNIT
Benesta Yard, Lancaster Road, Uxbridge, Middlesex

Required for September 1985 or January 1986, a Scale 2 teacher to take charge of this small unit for primary aged pupils with specific language disability. Pupils remain in the unit with their neighbourhood primary schools and attend the unit on a part time basis. Applications are invited from suitably qualified and experienced staff.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex. (Tel: Uxbridge 50431) to whom they should be returned as soon as possible and not later than 18 July 1985.

Outer London Allowance Payable. (08034) 140020

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Outer London Allowance Payable. (08034) 140020

HAVERING

LONDON BOROUGH OF HAVERING
HAVERING GRANGE SCHOOL
Ravering Road North, Romford RM1 4DX
Tel: Romford 41486
(Girl 11 - 16) Mixed
Headteacher: Mr R.K. Simmons

Required for January 1986 or sooner if possible in this all girls school with a number of moderate learning difficulties.

a) Scale 2 Teacher to take responsibility for music throughout the School. The successful applicant would be based in the Music Section of the School, or

b) Scale 2 Teacher to co-ordinate the work in the lower school in the teaching of art and craft throughout the school would be advantageous. This vacancy is exempt from the Staff Commission Minute relating to policy procedure. However, applications from employees of the GLC or MCC's with relevant experience will be welcome.

Application forms are available (see please) from the Director of Educational Services (Ref. Staffing/DHT) Mercury House, Mercury Gardens, Romford RM1 3QT (08425) 140020

SURREY

EDUCATION COMMITTEE
North East Area - Peripatetic Service

Required September 1985 or as soon as possible thereafter, a Scale 2 two year teacher to work at Secondary level on an unattached basis, based in the Borough of Epsom and Ewell. The appointee will be responsible to the Area Education Psychologist and to the secretarial team and must hold a valid driving licence and have a car for which a casual car user allowance is available.

Application forms and further details from North East Area Education Office, Monument Hill, Weybridge, Surrey Tel: Weybridge 46000 (12615) 140020

KENT

COUNTY COUNCIL
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
DEPUTY HEAD

The Centre, which has a well established service for hearing impaired children, offers a comprehensive audiological service and close liaison with health and educational services.

There is a vacancy for a well-experienced and qualified teacher of Hearing Impaired Children arising from the retirement of the previous post holder. Candidates should preferably have experience with Infant/Lower Junior children and experience in linguistics, the language development and assessment of children with a hearing loss or education audiology and clinic testing of babies and small children. Experience and knowledge of the technical side of audiological equipment and hearing aids also required.

The post is with effect from January 1986 or soon if possible. Candidates who are unlikely to be available until a later date will still be considered.

Salary Scale 3 plus SSA (currently £747 pa).

Further details and application forms available from the County Education Officer (T7), Springfield, Maidstone, Kent ME14 2LX (s.a.e. please) to whom they should be returned by 26th July 1985.

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COUNTY COUNCIL
EDUCATIONAL SERVICES FOR HEARING IMPAIRED CHILDREN
DEPUTY HEAD

The Centre, which has a well established service for hearing impaired children, offers a comprehensive audiological service and close liaison with health and educational services.

There is a vacancy for an experienced and qualified Teacher of Hearing Impaired Children in the Unit for teacher unit at Chaucer CPS, Canterbury, to work initially with the infant class but be willing to take the junior class when required.

The Teacher will be required to work with a new class of deaf children and their hearing paired children. The children will be in a small group to allow intensive academic help to be given in the unit setting.

The appointment is to take effect from January 1986, or sooner if possible. Scale 2 plus SSA.

Further details and an application form may be obtained from the County Education Officer (ref T7) Springfield, Maidstone, Kent ME14 2LX (s.a.e. please) to whom they should be returned by July 19th 1985. The County Council has well established services for Hearing Impaired Children and there is a comprehensive audiological service and close liaison with Medical and psychological services.

There is a vacancy for an experienced and qualified Teacher of Hearing Impaired Children in the Unit for teacher unit at Hampton CPS, Canterbury, to work initially with the infant class but be willing to take the junior class when required.

The Teacher will be required to work with a new class of deaf children and their hearing paired children. The children will be in a small group to allow intensive academic help to be given in the unit setting.

The appointment is to take effect from January 1986, or sooner if possible. Scale 2 plus SSA.

Further details and an application form may be obtained from the County Education Officer (ref T7) Springfield, Maidstone, Kent ME14 2LX (s.a.e. please) to whom they should be returned by July 19th 1985. The County Council has well established services for Hearing Impaired Children and there is a comprehensive audiological service and close liaison with Medical and psychological services.

There is a vacancy for an experienced and qualified Teacher of Hearing Impaired Children in the Unit for teacher unit at Chaucer

SPECIAL EDUCATION
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON

PARK PLACE SCHOOL
Rosebank Hill, Burnham-on-Thames, Berks SL0 9HH

Headteacher: K.F. Jackson

Park Place School is a Residential Special School for Secondary aged boys with learning difficulties

Required for September 1985 two teachers (Scale 1 plus SSA with posts of Scale 2(a) with expertise and interest in working with secondary age pupils with learning difficulties. Vacancies exist within the Junior and senior departments. Applications are invited from teachers prepared to work with a group in either department, and also to contribute in one or more curriculum areas throughout the school.

Special Schools and Extraneous duties allowances payable.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 3045)1) to whom they should be returned as soon as possible, and not later than 18 July 1985.

Outer London Allowance Payable. (08053) 160029

SURREY
EDUCATION COMMITTEE
TEXWELL COURT SCHOOL
Bosgrove Lane, Guildford GU1 2TE

Required in this class structured school for slow learning children, all aged, a teacher able to work creatively, full time in a class of some 12 - 14 year olds, with an project-centred integrated day basis. Pregnancy post.

Further details and application forms from the Head-teacher, (S.A.E. please). (08364) 160022

LIVERPOOL
EDUCATION COMMITTEE
DEPUTY HEADTEACHER GROUP 4(S)

ERNEST COOKSON SCHOOL
Mill Lane, Liverpool L12 7JA

Applications are invited from well-qualified and experienced teachers for the above school which caters for children with emotional and behavioural difficulties. A specialist moderate curricular interests.

Application forms and further details (S.A.E.) available from and returnable to the Director of Education, Personal Services Section, 14 Sir Thomas Street, Liverpool L1 6BJ. Closing date: July, 1985.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, marital status or disability.

HOUNSLOW

OAKLANDS SCHOOL
Woodlands Road, Isleworth, Middx.

Tel: 01-560 3569

(Group 4S)

Headteacher: Mrs E. Card

Teachers required as a result of retirements and promotions at this school from September 1985 or as soon as possible thereafter (Scale 1 plus SSA and Scale 2(a).

This school is for pupils in the age range 11 - 18 with severe learning difficulties. Experience or qualifications in this field is desirable and/or an ability to offer one or more of the following.

General Class Teaching, Home Economics, Computer Studies, Music, Work with the Profoundly Handicapped.

Application forms and further details available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN to whom they should be returned within 10 days. Please enclose s.a.e. (foolscap).

LONDON ALLOWANCE: £678 p.a.

WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (03548) 160022

NORTHAMPTON

ST. ANDREW'S HOSPITAL

EDUCATION DEPARTMENT

Required for Autumn 1985, qualified teacher to work with adolescent/adult patients in our Behaviour Modification Unit. Interest/experience necessary in teaching Literacy, Numeracy, Basic Skills and catering for Special Needs.

Scale 1 plus SSA plus £1,000 London Weighting allowance and benefits.

Letters of application, 2 referees and CV (no forms) to Director of Education, St. Andrew's Hospital, Northampton NN1 5DG, from whom further information can be obtained. (A.S.A.P. please). (08581) 160032

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

ETHEL DAVIS SCHOOL
Harley Lane, Goodmayes, Ilford, Essex IG3 8XJ

Tel: 051-599 1768

Headteacher: Mrs J.H. Coyne, M.A., Dip.Ed.

Required for September 1985 a suitably qualified Infant Teacher (Scale 1 plus SSA) in this all age mixed day school for physically handicapped pupils. Applicants should be able to work on individual programmes with small groups of young school aged children with learning difficulties arising from physical and sensory handicaps.

This post is suitable for a young teacher wishing to transfer into special education or a student just completing a training course with a major special needs element.

Outer London Allowance payable.

Application forms and further details may be obtained from the Head Teacher at the School to whom completed forms should be returned by 18th July 1985. (15074) 160028

SHROPSHIRE
EDUCATION COMMITTEE

MADELEY COURT SCHOOL
Court Street, Madeley, Telford

Required for September, teacher to work in recently established and developing Special Unit (MLD) in comprehensive school, the post will be temporary for one year in the first instance.

Tel: Telford 586781 for further information and application form as soon as possible. (11963) 160022

SHROPSHIRE
EDUCATION COMMITTEE

ABRAHAM DARBY SCHOOL
Madeley, Telford TF7 5HX

Required for September 1985 a teacher to supplement a large department as it acquires a Moderate Learning Difficulty Unit. The post will be temporary for one year in the first instance.

Applications by letter to Headmaster with S.A.E. Curriculum vitae and names and addresses of two referees. (15192) 160028

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WHITEFIELD SCHOOL & CENTRE
Macdonald Road, London E17
Head: Mr P. Turner

Required for September 1985, DEPARTMENT FOR CHILDREN WITH SPECIFIC BEHAVIOUR AND COMMUNICATION DIFFICULTIES

Teacher required for this department to work with primary aged children. This post is suitable for teachers seeking first appointments subject to their training having included a major element of work concerned with the education of children with severe learning difficulties.

Whitefield is a large special school providing an extensive range of in-school support services and a major in-service training programme.

Salary Scale (s) plus London Weighting.

Application forms and further details from the Head Teacher on receipt of a large stamped addressed envelope. Ref. 813/533. (12694) 160032

Application forms and further details available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN to whom they should be returned within 10 days. Please enclose s.a.e. (foolscap).

MANCHESTER
CITY COUNCIL
EDUCATION DEPARTMENT
WHITWORTH PARK SCHOOL
Manton Street, Moss Side, Manchester M14 4QY
Tel: 061-226 2079

Required as soon as possible, due to the promotion of the present holder, SCALE 1 plus Special Schools Allowance NURSERY/ASSESSMENT UNIT.

An enthusiastic, well organised and committed teacher for the above vacancy.

Intending applicants are welcome to visit the school and may contact the Head to arrange an appointment.

Application forms and further details from the Headteacher at the school to whom they should be returned as soon as possible.

AN EQUAL OPPORTUNITY EMPLOYER. (08003) 160022

BRECON
CHRIST COLLEGE
(IIMC Boarding: 290 boys)

Applications are invited for the post of SECOND MASTER/MISTRESS which will fall vacant in January 1986 owing to the promotion of the present holder of the post. An Honours Graduate with experience of boarding school management and a high level of organisational ability is sought.

Letters of application, which should include a curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent to the Headmaster, Christ College, Brecon, Powys LD3 8AG (Tel: 0874 130 03). (03476) 180018

Application forms and further details from the Head Teacher on receipt of a large stamped addressed envelope. Ref. 813/533. (12694) 160032

Independent Schools

Headships

WORCESTERSHIRE

EVENDINE COURT

PRINCIPAL

Evendine Court, situated in superb countryside, is an Independent co-educational College founded in 1856. It offers 'A' level courses for 80 post 'O' level students in Cordon Bleu Cookery, Home Economics and Secretarial Studies, together with a wide selection of other subjects.

The present Principal is retiring in July 1986 and 16 years during which time the College has grown substantially.

Full particulars may be obtained from the Clerk to the Council, Evendine Court, Evendine Lane, Malvern, Worcestershire.

Applications with names, addresses and telephone numbers of two referees must be received by 15th August 1985. (03503) 180010

Deputy Headships
Second Masters/ Mistresses

BRECON

CHRIST COLLEGE
(IIMC Boarding: 290 boys)

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By Subject Classification

Art and Design

Heads of Department

KENT
DOVER COLLEGE
Dover CT17 9RE
(H.M.C. 260 co-educational)
The position of DIRECTOR OF ART falls vacant in January 1986.

The post will be advertised in September, but anyone interested is invited to write to the Headmaster now. (03575) 181918

AYR
WELLINGTON SCHOOL
Carleton Turrets, Ayr KA7 3XH.
Tel: (0292) 65366)
An Independent boarding/day school for 340 girls

ART

Wanted for September, 1985, or as soon as possible thereafter, head of art and design, qualified to teach to university/college entry. There are facilities for painting, drawing, ceramics, history of art, graphic design and work in other media an added recommendation. The appointee would act in an advisory capacity in the junior school.

Salary on Scottish teachers' main-grading scale (plus, pending settlement), government superannuation.

Please send applications, curriculum vitae, and names, addresses and telephone numbers of 2 referees to the Headmaster.

SUSSEX
CHRIST'S HOSPITAL

Require a graduate to teach GCE/CSE to all levels from September 1985.

The appointment, which would suit a newly qualified graduate, would be for one year, but there would be a strong possibility of a longer appointment if the first year went well. Accommodation would be available.

In view of the short time available for interview, applicants should apply as soon as possible with full CV, and names and telephone numbers of referees to The Head of Classics, Christ's Hospital, Horsham, W. Sussex RH13 7LS or ring (0403) 58675, from whom further information may be obtained. (08137) 181624

Commercial Subjects

Other Assistants

LONDON NW3

Required for September, 1985. A full time Teacher for Secretarial Subjects including Pitmans New Era Shorthand, Typewriting, Office Practice and Business English.

Applications in writing to: The Head of Training, St. Godric's College, 2 Arkwright Road, Hampstead NW3 6AD.

Computer Studies

Other Assistants

KENT
BISHOP CHALLONER SCHOOL
938 Bromley Road, Shortlands, Bromley, Kent
COMPUTER STUDIES/ MATHEMATICS
Required for September 1985, Scale 1 for suitably qualified and experienced Teacher. Preference will be considered with Scale 2 at the end of satisfactory year's probation. Games useful.

London Burnham (Middle) Group and Supernannuation.

Apply in writing with Curriculum Vitae to the Headmaster A.S.A.P. (08674) 180024

NORTH WALES
RYDAL SCHOOL
Colwyn Bay
Computer Studies
Other Assistants
Independent HMC Co-Educational 13 - 18 years
Required for September 1985 a graduate to encourage the development of computing throughout the school both as an aid to learning activity and as a service to the academic departments. The ability to teach another subject at a junior level would be welcome. Salary Burnham plus according to qualification and experience.

Please apply with C.V. and the names of 2 referees to the Headmaster, Rydal School, Colwyn Bay, North Wales. (15623) 183004

Economics & Business Studies

Other Assistants

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT
532 girls on roll, 140 in Sixth Form.
DEPARTMENT OF BUSINESS STUDIES - SCALE 1
Part-time teacher required for September 1985 to teach Typewriting and Office Practice in Sixth Form (A/O Level Advanced level and Group Certificates). Opportunity for Teutlon Shorthand and Word Processing.

Applications from suitably experienced qualified teachers to Headmistress at the above address. (03154) 182234

Classics

Other Assistants

HERTFORDSHIRE
ST. FRANCIS' COLLEGE
Letchworth, Herts. SG6 3JF.
Tel: (04626) 70511
0-5.10.9-16. Co-ed.
Independent Day and Boarding School for Girls.
300 on roll: 11 to 18 year olds.
Required for Autumn Term, 1985.

Teacher of Classics - Scale 1 or 11 (Temporary or Permanent)

A Teacher of Latin and Classical Studies (preferably residential) is required for September, 1985. Apply immediately (no further details may be obtained) to the Headmistress. (15861) 181624

KENT
BENENDEN SCHOOL
Cranbrook, Kent TN17 4AA

(Independent: 380 girls 11 - 18)

Required for one term only in January 1986, university graduate to teach LATIN throughout the school and CLASSICAL CIVILIZATION in the Sixth Form. Burnham Scale and Government Superannuation. Non-resident but accommodation may be available.

Apply in writing to the Headmistress as soon as possible giving names, addresses and telephone numbers of three referees. (12671) 181524

Geography

Other Assistants

SURREY
NOTRE DAME SENIOR SCHOOL
Heywood House, Cobham, Surrey
Independent School
Required September 1985 full-time graduate to teach Geology (desirable), preferably with interest in extra-curricular activities. Burnham Scale.

Applications in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (15795) 182624

English

Other Assistants

AVON COUNTY
AVONHURST SCHOOL
(Independent Day School for boys)
required for September 1985. Graduate to teach English throughout the School (up to A-Level). Willingness to assist with rugby, cricket and extra-curricular activities essential. Burnham Scale; non-resident post.

Applications in writing with c.v. and details of two referees to the Headmaster, Avonhurst School, Clifton, Bristol BS8 3NG. Down, Tel: 0272 730188). (03937) 182424

Other Assistants

LONDON NW8
Required for September, 1985 a full-time graduate to teach English throughout the school up to 'A' level and Oxbridge Entrance standard. Willingness to help with games and extra-curricular activities would be an advantage.

The school has its own salary scale.

Apply with curriculum vitae and the names of two referees to The Headmaster, Queen Elizabeth's School, Challoners Close, Chalfont St. Giles, Bucks. (GL5) 6HE. from whom further particulars may be obtained. (03559) 182424

LONDON S.E.3
Required for September 1985, English Language and Literature Teacher up to 'O' and 'A' Level in the Upper School of small independent boys' day and boarding school.

Please contact Christ's College, Blackheath, SE3. Tel: 01 858 0693 for application form. (15868) 182424

LONDON SW17
Small co-educational school requires teacher to GCE 'O' level for September 1985.

CV to Upper Tooting Independent High School, 169 Trinity Road, SW17 7RL. (03355) 182424

OXFORDSHIRE
SHIPLAKE COLLEGE
Henley-on-Thames, Oxon. RG9 4BW
Required in September or January, someone to teach English and Mathematics to 'O' level. Some Sixth Form non-examination teaching will be available for a suitable candidate.

An ability to assist with non-curricular activities in at least one of the following would be an advantage: drama, some accompaniment, games (the main Colleges sports are rugby, hockey, cricket and rowing).

A willingness to play a full part in boarding school life is essential.

Apply with names, addresses and telephone numbers of two referees to the Headmaster. Further particulars may be obtained. (03114) 182424

Mathematics

Other Assistants

CARLISLE

Young graduate required from September 1985 to teach Mathematics/Physics. This post is residential.

Apply to Chairman of the Board of Governors, Lime House School, Holm Hill, Dalston, Carlisle. (08312) 183494

Modern Languages

Other Assistants

LONDON N16
YESODEY HATORAH SENIOR GIRLS SCHOOL
185 Stamford Hill, London N16
This Senior Girls School requires a part-time/fulltime qualified and experienced French Teacher for September 1985 to maintain the excellent standards set throughout the school.

Please reply in writing to The Headmistress, giving full C.V. and names of 2 referees. (03005) 183624

OXFORDSHIRE
ABINGDON SCHOOL
(Independent, H.M.C., 700 boys 11 - 18, Boarding and Day)
Wanted for September, or as soon as possible thereafter, Graduate Linguist to teach French and German throughout the School.

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 1DE. (03598) 183064

WELLS CATHEDRAL SCHOOL
WELLS, SOMERSET BA5 2ST
Co-educational boarding and day
HMC GBA

HEAD OF HISTORY

Vacancy for January 1986 of young well qualified graduate to teach throughout the school up to AS Level and Oxbridge entry. Salary Burnham Scale 3 with addition. This post could be combined with that of SCHOOL CHAPLAIN for an ordained candidate. In this case there is good married accommodation available with residential emoluments.

Write or telephone Head Master for further details and application form.
Tel WELLS (0749) 72117. (19128)

WISBECH GRAMMAR SCHOOL
Graduate required to teach

ECONOMICS

to 'A' and 'S' level with Lower School Mathematics, from 1 January 1986.

The School, founded in 1379, became Independent on 1 September 1983. Co-educational for day pupils only aged 11-18. Roll 500, with 160 in the Sixth Form. Extensive courses leading to 'O', 'A' and 'S' Levels in many subjects, together with Oxbridge Entrance.

The appointment will be Scale 3 for a suitable applicant.

Burnham Scales with addition of 5 to 10% according to age.

Application forms and details from Dr D.S. Anderson, Headmaster, Wisbech Grammar School, 47 North Brink, Wisbech, Cambs. PE13 1JX. Tel: 0945 583631. (19129)

BEDFORD
BEDFORD SCHOOL
Following an appointment to Head of Department, a graduate GEOGRAPHER is required for the Easter and Summer Terms of 1986. This is a temporary post, although the successful applicant will also be considered for a permanent post in the Department from September 1986.

The teaching will include work at both Ordinary and Advanced levels, and an ability to help with the extra-curricular activities would be welcome. Bedford School enjoys excellent facilities.

Further details may be obtained from the Headmaster, Mr. Christopher Burnby Road, Bedford MK40 2TU, whom applications should be made, together with details of qualifications and experience, and the names of two referees. (15790) 182624

SURREY
ROYAL BALLET SCHOOL
35 Park Road, Baron's Court, London W14 9PE
Required for September 1985 a young graduate teacher of ECONOMICS to teach the subject up to O Level/CSE. Candidates should offer a second subject. The post would involve a residential House Tutorship and is particularly suited to a newly-qualified teacher.

Details and an application form available from the Academic Principal. (08133) 182624

History

Heads of Department

DORSET
WENTWORTH MILTON MOUNT
Bournemouth
(Independent, Christian Foundation, 250 girls 11 - 18 years, Boarding and Day)
Required for January 1986 or earlier if possible.

HEAD OF HISTORY. We are seeking an enthusiastic and dedicated teacher who has experience through A level and who is willing to help with extracurricular activities. Burnham scale according to experience.

Applications with full c.v. and names, addresses and phone nos. of two referees as soon as possible to The Headmistress, Wentworth Milton Mount, Bournemouth BH8 8DY. (03320) 182816

Home Economics

Other Assistants

EAST SUSSEX
HOME ECONOMICS
Required for September. A qualified teacher to join the department. An interest in Nutrition and Home Economics an advantage. School of 700 boys all with learning difficulties (dyslexia). Subjects to 'O' level. Rural setting 7 miles by 30 mins London.

Apply in writing with two references and c.v. to Headmaster, Brickwall House, Northiam, Rye, Sussex. (03589) 183094

Mathematics

Other Assistants

EAST SUSSEX
SEAFORD HEAD COMMUNITY SCHOOL
Required for September 1985, French teacher up to 'O' and 'A' Level in Upper School of small independent boys' day and boarding school.

Please contact Christ's College, Blackheath SE3. Tel: 01 858 0693 for application form. (15868) 182424

LONDON S.E.3
Required for September 1985, English Language and Literature Teacher up to 'O' and 'A' Level in the Upper School of small independent boys' day and boarding school.

Please contact Christ's College, Blackheath, SE3. Tel: 01 858 0693 for application form. (15868) 182424

LONDON SW17
Small co-educational school requires teacher to GCE 'O' level for September 1985.

CV to Upper Tooting Independent High School, 169 Trinity Road, SW17 7RL. (03355) 182424

OXFORDSHIRE
SHIPLAKE COLLEGE
Henley-on-Thames, Oxon. RG9 4BW
Required in September or January, someone to teach English and Mathematics to 'O' level. Some Sixth Form non-examination teaching will be available for a suitable candidate.

An ability to assist with non-curricular activities in at least one of the following would be an advantage: drama, some accompaniment, games (the main Colleges sports are rugby, hockey, cricket and rowing).

A willingness to play a full part in boarding school life is essential.

Apply with names, addresses and telephone numbers of two referees to the Headmaster. Further particulars may be obtained. (03114) 182424

Geography

Other Assistants

SURREY
NOTRE DAME SENIOR SCHOOL
Heywood House, Cobham, Surrey
Independent School
Required September 1985 full-time graduate to teach Geology (desirable), preferably with interest in extra-curricular activities. Burnham Scale.

Applications in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (15795) 182624

Other Assistants

EAST SUSSEX
NEWLANDS MANOR SCHOOL
Seaford, East Sussex BN25 3JL
Expanding 13 - 18 Independent Co-educational Boarding and Day School
Required for September 1985, a well qualified graduate to take an active part in the teaching of Mathematics to 'O' level in a flourishing department. Ability to offer Computer Studies/Junior Science teaching would be an advantage/asset but is not essential.

Applications to make a significant contribution to games and other extra-curriculum activities would be welcome. Single accommodation available. Salary according to qualifications and experience.

Applications with C.V. and the names of two referees to the Headmaster. (03410) 183424

LONDON
SYLVIA YOUNG THEATRE SCHOOL
Rossmore Road, Marylebone, London NW1 6NJ
Required: J.M.V. Singer B.A. (Hons).M.Sc. Cert. in Drama Therapy for September. Enthusiastic teacher to 'O' level, two days weekly. MON/TUES/WEDS.

Please send C.V./Referees to Headteacher. (09080) 183424

LONDON
IBSTOCK PLACE SCHOOL
(DEMONSTRATION SCHOOL OF THE FROEBEL INSTITUTE)
Clarence Lane, Roehampton, London SW15 5PY
(I.A.P.S. Co-educational Small 3-16 years, 300 pupils)
HEAD OF MATHEMATICS (SCALE 3 PLUS LONDON WEIGHTING) required for January 1986 or earlier if possible.

Applicants should be well qualified and experienced graduates able to teach Mathematics to 'O' level.

Applications should be made to the Headmistress in writing giving a full c.v. and names/addresses/telephone numbers of two referees. (03938) 183424

LONDON
JOHN WYCLIFFE SCHOOL
196 Thurlow Park Road, West Dulwich, London SE21
Required in September, a graduate teacher to teach Mathematics and Computing to C.S.E. and 'O' level in a small co-educational secondary school.

Burnham Scale 1 and Government Superannuation.

Please apply: The Principal, stating subsidiary subject, curriculum vitae and names of two referees. (03857) 183424

SURREY
Required for September, teacher of Mathematics to 'O' level at small private co-educational school.

Please send CV to the Headmaster, Clark's Grammar School, 92 Portsmouth Road, Guildford, Surrey GU2 5DL. (12607) 184424

Modern Languages

Other Assistants

LONDON N16
YESODEY HATORAH SENIOR GIRLS SCHOOL
185 Stamford Hill, London N16
This Senior Girls School requires a part-time/fulltime qualified and experienced French Teacher for September 1985 to maintain the excellent standards set throughout the school.

Please reply in writing to The Headmistress, giving full C.V. and names of 2 referees. (03005) 183624

OXFORDSHIRE
ABINGDON SCHOOL
(Independent, H.M.C., 700 boys 11 - 18, Boarding and Day)
Wanted for September, or as soon as possible thereafter, Graduate Linguist to teach French and German throughout the School.

Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 1DE. (03598) 183064

CHARTERHOUSE
Required for January 1986 a

MATHEMATICIAN

to teach at all levels.
2 terms or permanent appointment.
Expertise in a particular branch of Mathematics or in computing an advantage.

Full details from:

The Headmaster,
Charterhouse,
Godalming,
Surrey GU7 2DJ.

To whom applications with curriculum vitae and names, addresses and telephone numbers of two referees should be sent. (18324)

BEDFORD
BEDFORDSHIRE
CLAREMONT SCHOOL
Haynes, Bedford MK45 3PL
(Independent, 300 boarders, 70 day girls)
Required in September 1985 for ten terms only, full-time resident (committed Christian only) graduate to teach G.C.E. EDUCATION specialist to share in the pastoral life of the school. Main sports: hockey, netball, gymnastics, swimming, tennis, rounders.

Application with curriculum vitae and names of two referees to the Headmistress. (08579) 184234

BUCKINGHAMSHIRE
THE VALE SCHOOL FOR BOYS
2 Manor Road, Aylesbury, Bucks. HP20 1JD
(350 boys, 10 - 13 years)
Opportunity for young qualified graduate in September 1985; able to coach rugby and cricket and have interest in English or Junior Mathematics as second subject.

Applications together with C.V. and names and addresses of two referees to the Headmaster. (15555) 184224

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT
532 girls on roll, 140 in Sixth Form.
DEPARTMENT OF FRENCH
Required in September 1985 for ten terms only, full-time resident (committed Christian only) graduate to teach G.C.E. EDUCATION specialist to share in the pastoral life of the school. Main sports: hockey, netball, gymnastics, swimming, tennis, rounders.

Application with curriculum vitae and names of two referees to the Headmistress. (08579) 184234

BERKSHIRE
ST GEORGE'S SCHOOL
Ascot, Berkshire SL5 7DZ

(GSA. 235 girls 11 - 18)

Resident housemistress required September 1985 to be responsible for the welfare of approximately 45 girls. Excellent flat, two days off per week and good salary for the right applicant.

Applications in writing giving names and addresses of two referees and enclosing a c.v. should be sent to the Headmistress. (08154) 184024

DORSET
BRYANSTON SCHOOL
The Headmaster is seeking to appoint a fully qualified graduate teacher to the office from January 1986 who would be in charge of a girls' boarding house in addition to teaching. Newly built house in beautiful rural setting.

Because the prime objective is to find the best possible person to run the house, no restriction has been placed on the subject to be taught. Nevertheless, a record of effective academic teaching experience is an essential qualification.

Applications, enclosing C.V. and the names of two referees, should be sent to The Headmaster, Bryanston School, Blandford, Dorset DT11 0PX, to arrive not later than Friday, 12th July. (08188) 184064

EAST SUSSEX
PASTORAL
Required in September, due to promotion, a housemaster or housemistress. This is a non-teaching post and an interesting part of the School is for 100 boys who have dyslexic problems but not learning difficulties. All found accommodation provided. There is a possibility of the post for a married couple with children.

Crowborough Road, Rinkmanworth, Herts. WD3 4HF. Tel: 0923 773168.

Closing date for applications is 30th July 1985.

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT
(532 girls on roll)
ASSISTANT HOUSEMISTRESS/RESIDENT TUTOR
Required for September to assist in the staffing of a boarding house. A range of teaching subjects would be acceptable but the ability to teach P.E., Games or Commercial Studies would be particularly useful. Salary based on Burnham Scale 1.

Please apply for further details to the Headmistress' Secretary at the above address. (03151) 184024

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS

Required in September: a resident Housemistress or Assistant. Work mainly pastoral. Opportunity to tutor or teach History or Art at A Level, or Art and Craft, or Drama or Games (especially Lacrosse). Minimum salary £4,500. Residence and board free. Free place for scholarly daughter (11 - 18).

Apply, naming referees and with tel. no. if any, to the Headmaster, Temple Dinsley, Preston, near Hitchin SG4 7RT. Tel: (0462) 52100.

Music

Heads of Department

HERTFORDSHIRE
THE RICKMANSWORTH SCHOOL (G.S.A.)
Required for January 1986. (Scale II Appointment plus Emoluments)
DIRECTOR OF MUSIC
An energetic, enthusiastic and well qualified person is required to lead the Music Department in the school. There are two other teachers and a group of peripatetic instructors. The school has excellent practice facilities and it has its own Chapel with a fine organ.

Accommodation is available with this post.

Full particulars and application forms are available from the Headmaster, The Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts. WD3 4HF. Tel: 0923 773168.

Closing date for applications is 30th July 1985.

Other Assistants

BERKSHIRE
ST. MARY'S SCHOOL
Ascot
R.C. Independent boarding school for 520 girls (11 - 18)
GSA member
Required for September 1985 (or January 1986), a qualified teacher of music to assist throughout the school with choir, groups and individual work. Burnham Scale salary.

For particulars please apply to the Headmistress, St. Mary's School, Ascot, Berks. SL5 9JF. (17500) 183824

LONDON S.E.3
Required for September 1985, French teacher up to 'O' and 'A' Level in Upper School of small independent boys' day and boarding school.

Please contact Christ's College, Blackheath SE3. Tel: 01 858 0693 for application form. (15860) 183624

SURREY
FRENSHAM HEIGHTS SCHOOL
Rowledge, Farnham, Surrey

Required in January.

TEACHER OF FRENCH UP TO O AND A LEVEL

Burnham Scale according to age and experience: resident or non-resident; good working conditions; small classes. Teaching ability paramount. Progressive boarding school; willingness to participate in life of school very important.

Write fully and immediately to Headmaster, with c.v. and names of two referees, marking envelope "French Post".

Frensham Heights is a coeducational boarding and day school of 265 pupils aged 11 to 18, with good discipline and academic results. Only highly committed staff required. (15906) 183624

Pastoral

Other Assistants

BERKSHIRE

ST GEORGE'S SCHOOL
Ascot, Berkshire SL5 7DZ

(GSA. 235 girls 11 - 18)

Resident housemistress required September 1985 to be responsible for the welfare of approximately 45 girls. Excellent flat, two days off per week and good salary for the right applicant.

Applications in writing giving names and addresses of two referees and enclosing a c.v. should be sent to the Headmistress. (08154) 184024

DORSET
BRYANSTON SCHOOL
The Headmaster is seeking to appoint a fully qualified graduate teacher to the office from January 1986 who would be in charge of a girls' boarding house in addition to teaching. Newly built house in beautiful rural setting.

Because the prime objective is to find the best possible person to run the house, no restriction has been placed on the subject to be taught. Nevertheless, a record of effective academic teaching experience is an essential qualification.

Applications, enclosing C.V. and the names of two referees, should be sent to The Headmaster, Bryanston School, Blandford, Dorset DT11 0PX, to arrive not later than Friday, 12th July. (08188) 184064

EAST SUSSEX
PASTORAL
Required in September, due to promotion, a housemaster or housemistress. This is a non-teaching post and an interesting part of the School is for 100 boys who have dyslexic problems but not learning difficulties. All found accommodation provided. There is a possibility of the post for a married couple with children.

Full particulars and application forms are available from the Headmaster, The Rickmansworth Masonic School, Chorleywood Road, Rickmansworth, Herts. WD3 4HF. Tel: 0923 773168.

Closing date for applications is 30th July 1985.

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT
(532 girls on roll)
ASSISTANT HOUSEMISTRESS/RESIDENT TUTOR
Required for September to assist in the staffing of a boarding house. A range of teaching subjects would be acceptable but the ability to teach P.E., Games or Commercial Studies would be particularly useful. Salary based on Burnham Scale 1.

Please apply for further details to the Headmistress' Secretary at the above address. (03151) 184024

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE FOR GIRLS

Required in September: a resident Housemistress or Assistant. Work mainly pastoral. Opportunity to tutor or teach History or Art at A Level, or Art and Craft, or Drama or Games (especially Lacrosse). Minimum salary £4,500. Residence and board free. Free place for scholarly daughter (11 - 18).

Apply, naming referees and with tel. no. if any, to the Headmaster, Temple Dinsley, Preston, near Hitchin SG4 7RT. Tel: (0462) 52100.

Physical Education

Other Assistants

BEDFORDSHIRE
CLAREMONT SCHOOL
Haynes, Bedford MK45 3PL
(Independent, 300 boarders, 70 day girls)
Required in September 1985 for ten terms only, full-time resident (committed Christian only) graduate to teach G.C.E. EDUCATION specialist to share in the pastoral life of the school. Main sports: hockey, netball, gymnastics, swimming, tennis, rounders.

Application with curriculum vitae and names of two referees to the Headmistress. (08579) 184234

BUCKINGHAMSHIRE
THE VALE SCHOOL FOR BOYS
2 Manor Road, Aylesbury, Bucks. HP20 1JD
(350 boys, 10 - 13 years)
Opportunity for young qualified graduate in September 1985; able to coach rugby and cricket and have interest in English or Junior Mathematics as second subject.

Applications together with C.V. and names and addresses of two referees to the Headmaster. (15555) 184224

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT
532 girls on roll, 140 in Sixth Form.
DEPARTMENT OF PHYSICAL EDUCATION
Required in September 1985 for ten terms only, full-time resident (committed Christian only) graduate to teach G.C.E. EDUCATION specialist to share in the pastoral life of the school. Main sports: hockey, netball, gymnastics, swimming, tennis, rounders.

Application with curriculum vitae and names of two referees to the Headmistress. (08579) 184234

SUFFOLK
ST. JOSEPH'S COLLEGE
Dawpool
Thurstaston, Wirral, Merseyside L61 0SA
Required for September or as soon after as possible Housemaster of 14 - 16 year olds. Accommodation available for either a married couple or a single man. Full time post is expected to do some teaching.

C.V. and details of two referees to Headmaster. (08181) 184024

Science

Other Assistants

CORNWALL
THE DUCHY GRAMMAR SCHOOL
Treyew Rd, Truro, Cornwall TR3 6JH
(Independent Co-educational Day and Boarding
Required by September 1985:-
Well qualified CHEMISTRY graduate capable of teaching to Advanced level. Some experience is desirable.

Willingness to play a full part in the extra-curricular life of this busy boarding school is an essential requirement of the post. Scale 1 post.

Apply in writing to The Headmaster enclosing a current c.v. and the names of two referees. (08128) 184834

CORNWALL
THE DUCHY GRAMMAR SCHOOL
Treyew Rd, Truro, Cornwall TR3 6JH
(Independent Co-educational Day and Boarding
Required in September 1985:-
Well qualified BIOLOGY graduate capable of teaching to Advanced level. Some experience is desirable.

Willingness to play a full part in the extra-curricular life of this busy boarding school is an essential requirement of the post. Scale 1 post.

Apply in writing to The Headmaster enclosing a current c.v. and the names of two referees. (08128) 184834

CORNWALL
THE DUCHY GRAMMAR SCHOOL
Treyew Rd, Truro, Cornwall TR3 6JH
(Independent Co-educational Day and Boarding
Required in September 1985:-
Well qualified PHYSICS graduate capable of teaching the subject to University entrance level. Some experience is desirable.

Willingness to play a full part in the extra-curricular life of this busy boarding school is an essential requirement of the post. Scale 1 post.

Apply in writing to The Headmaster enclosing a current c.v. and the names of two referees. (08181) 184824

APPOINTMENTS IN SCOTLAND

H.M. INSPECTORS OF SCHOOLS, SCOTLAND
£15,685 - £22,930 (under review)

H.M. Inspectors of Schools are concerned chiefly with the inspection of primary and secondary schools and of establishments of further and higher education. They may also be required to advise on matters of educational policy and administration and there are opportunities for assisting with curriculum development in most fields. Considerable travel is involved with overnight absences from home.

Vacancies will exist in the following specialist fields from 1 January 1986. Successful candidates will require to take up appointment in that date or as soon as possible thereafter.

ENGLISH

The main concern of this post is the inspection of secondary schools. Candidates must have a degree in English with 1st or 2nd Class honours. They must also have good and appropriate teaching experience. The post will be based initially in Dunfermline.

BIOLOGY

The main concern of this post is the inspection of secondary schools. Candidates must have a degree in Biology with 1st or 2nd Class honours or an equivalent qualification. They must also have good and appropriate teaching experience. The post will be based initially in Glasgow.

ALL CANDIDATES (PREFERABLY AGED BETWEEN 30 AND 45) MUST HAVE AN APPROPRIATE TEACHING QUALIFICATION.

Knowledge and experience of curricular development and innovation in secondary education are highly desirable.

Starting salary within the quoted range according to qualification and experience. Promotion prospects to £25,630 and above.

For further details and an application form (to be returned by 30 July 1985) write to Civil Service Commission, Alencon Link, Basingstoke, Hants, RG21 1JB or telephone Basingstoke (0256) 468661 (answering service operates outside office hours).

Please quote reference: G/8591/85

Scottish Education Department.

The Civil Service is an equal opportunity employer (18408)

Tayside Regional Council

EDUCATION DEPARTMENT

Applications are invited from qualified, registered teachers for the following vacancies.

TEACHER POSTS

(A)	COMPUTER STUDIES	- FORFAR ACADEMY
(P)	CHEMISTRY/GENERAL SCIENCE	- AUCHTERARDER HIGH SCHOOL
(P)	MATHEMATICS	- PERTH GRAMMAR SCHOOL
(P)	MATHEMATICS	- AUCHTERARDER HIGH SCHOOL
(P)	MATHEMATICS	- BLAIRGOWRIE HIGH SCHOOL

Application forms and full details are available, according to post annotation, from:-

(A) Divisional Education Officer, County Buildings, Forfar DD8 3LF

(P) Divisional Education Officer, 6-8 South

INDEPENDENT EDUCATION
continued

KENT

ST LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE

(HMC. Co-ed. 130 in Sixth Form)

BIOLOGIST, either assistant or Head of Department, required for appointment after 1985 or January 1986.

A committed Christian able to coach games and take responsibilities in a boys' Boarding House, strong recommendations. Single accommodation available. Own salary scale.

Applications with CV and names of two referees (with telephone numbers) to the Headmaster. (08192) 184824

LONDON
ST. BENEDICT'S SCHOOL
Ealing, London W5
Required for September 1985 temporary part time/full time experienced BIOLOGY graduate to teach up to 'A' level.
Salary and hours by negotiation.

Applications, with curriculum vitae, in writing and names of two referees to the Headmaster. (03867) 184824

MANCHESTER
THE MANCHESTER GRAMMAR SCHOOL
Manchester M13 0XT
Required for January 1986, a well qualified graduate to teach Physics throughout the School. The School has its own salary scale.

Applications, with full curriculum vitae, and names of two referees, should be sent to the High Master as soon as possible. (15134) 184824

NAPSHIRE
LORD WANDSWORTH COLLEGE
Long Sutton, Nr. Basingstoke
Tel: (025-681 4821
H.M.C. 400 Boys 11 - 18
BIOLOGY
A Graduate to teach Biology up to 'A' Level is required for September 1985 for a post which could be either temporary or permanent.

The school is attractively situated in rural Hampshire an hour by train from Waterloo. There is a strong sense of community and the Lord Wandsworth Trust supports some 100 Foundationers at the school.

Married/Single accommodation available; salary according to age and experience.

Applications, including CV and the names and addresses of two referees should be sent to the Headmaster from whom further information may be obtained. (02780) 184824

SHEFFIELD
Required for September 1985 graduate to teach Chemistry and Biology with some Computer Studies.

Please apply by letter enclosing curriculum vitae and names of two referees to the Headmistress, Sheffield High School, 10 Rutland Park, Sheffield S10 2PE. Closing date 11th July. 1985. (03641) 184824

Speech and Drama

Other Assistants

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT
(638 Girls on Roll, 140 in Sixth Form)
Required for September a teacher of Drama & Theatre Studies to join an established and thriving department which offers curriculum drama AO and A Level option.

The successful candidate will need good teaching experience or theatre related activity and should have a knowledge of technical theatre as well as performances. There is the opportunity to develop both academic courses and theatrical awareness as the school expands its Performing Arts facilities.

Further details and application form from the Headmistress' Secretary at the above address. (03158) 185224

SURREY
NOTRE DAME SENIOR SCHOOL
Burwood House, Cobham, Surrey
Independent School
Required September part-time qualified experienced Drama Teacher. Burnham Scale.

Applications in writing to the Headmistress with curriculum vitae and names and addresses of two referees. (15930) 185224

Other than by Subject Classification

Other Assistants

EALING W5
HAMILTON HOUSE INTERNATIONAL SCHOOL
Ages 5 - 16 years
Require part-time Art and English teacher. Hours and salary to be discussed, to start September 1985.
Please Tel: 567 1924 or write: 6 Mattock Lane, Ealing W5 2BG. (08117) 185624

CORNWALL
TRURO HIGH SCHOOL
Falmouth Road, Truro, Cornwall
Girls' Independent Day and Boarding School
Ages 3 - 18
Church of England Foundation
To accommodate increasing numbers in the Junior School, there will be two posts vacant from September 1st, 1985.

1. Full time teacher for top Juniors (10/11 years).

2. Part-time teacher (mornings only) for translation of Kg7 (7 years).

Candidates must be fully qualified.

Applications, including C.V. and names and addresses of two referees, to the Headmistress by Friday, July 12th. (03981) 185624

LONDON N8
Qualified teachers required to teach Greek from September 1985.

Candidates should have an interest in, or knowledge of the whole primary age range and be prepared to participate in a variety of extra-curriculum activities.

This is a happy, friendly, popular school with a rising roll and impressive academic performance.

Please Tel: 01-883 0860 for an appointment. (03997) 185624

LONDON N8
French teacher and general subjects (English, History, Maths) teacher, both full time, required for Spring Term/Summer School from September.

Apply in writing to Headmaster, Parkes House Grammar School, 546-550 East End Road N8 8AU. Tel: 883 9737 (mornings). (03259) 185624

LONDON SW7
MANDER PORTMAN WOODWARD

Independent sixth form colleges

Requires for September YOUNG ENGLISH/BALTIC GRADUATES for Oxbridge, A and O Level in Physics, Chemistry and Maths. Classes are small (8 or less) and no overt curriculum activities are involved. Competitive remuneration.

Write with C.V. to:- The Principal, 24 Evaston Place, London SW7 1BW. (08120) 185624

LONDON
YESODEY HATORAH PRIMARY SCHOOL
135 Stamford Hill, London N16
Full time teacher required in Infants Department for an Independent School.

Please send c.v., names and addresses of two referees to the headmistress at the above address. (08106) 185624

LONDON
Lanadowne require expert experienced A level teachers (age 23 - 40) for challenging and rewarding full-time posts in Chemistry and Business Studies commencing September 1985.

Write with full C.V. to: Director of Studies, Lansdowne Tutors, 9 Palace Gate, London W8 5LS. (15785) 185624

SURREY
CONVENT OF THE SACRED HEARTS

Required for September:

Qualified Infant Teacher

Qualified Junior Teacher

Part Time Spanish Teacher to 'O' level

Part time R.E. Teacher to 'O' Level.

Required for January 1986:

Part Time Music Teacher to 'O' level.

Apply in writing with CV and the names of two referees to the Headmistress, Convent of the Sacred Hearts, 2 Dorking Road, Epsom, Surrey. (08677) 185624

WESTLONDON
ROYAL BALLET SCHOOL
155 Talgarth Road, Barons Court, London W14 9DE

Required for September 1985, part-time teachers of A Level ART and FRENCH (Literature). These posts are each of 6 or 7 hours per week, but could be more with an appropriate second subject. Proportion of Burnham scale 1.

Write to the Academic Principal for details and an application form. (08081) 185624

Preparatory Schools

Deputy Headships

Second Masters/ Mistresses

SOMERSET
WELLS CATHEDRAL JUNIOR SCHOOL

IAPS 100 Boys 60 Girls 35 Boy Boarders

Aged 7 - 11 years

Pre Prep: 30 children Aged 5 - 7 years

On the appointment of the current holder to a Headship

Required for January 1986.

Deputy to the Master of the Junior School.

This post is combined with responsibility for the boys' a boarding house. Excellent free family accommodation. A teacher of Geography, History and English with sound primary experience preferred. An ability to coach boys' games to a high standard a decided advantage. A young, ambitious person is expected to apply.

Burnham, Deputy Head Group 4.

Please apply with curriculum vitae and names of two referees to the Master of the Junior School at 7 The Liberty, Wells, Somerset BA5 2SE, from whom further details of the post and School are available. (03770) 300012

By Subject Classification

Classics

Other Assistants

SURREY
DUKE OF KENT SCHOOL
Ewhurst, Cranleigh, Surrey GU6 7NE. Tel: Cranleigh (0483) 277 813.
Required for September 1985 or January 1986 a fully qualified Latin teacher to take charge of the teaching of Latin throughout the School up to C.E. and P.S.S. levels. Ability and willingness to take part in the full life of this I.A.P.S. co-educational boarding school is essential. Accommodation is provided.

Salary: Burnham Scale 1, plus London Outer Fringe Allowance and Government Superannuation.

Applications together with C.V. and names, addresses and telephone numbers of two referees to the Headmaster, Duke of Kent School, Ewhurst, Cranleigh, Surrey GU6 7NE. Tel: Cranleigh (0483) 277 813. (08667) 201624

English

Other Assistants

ABERDEEN
Required September 1985 resident teacher capable of dealing with the needs of English, English Subjects, and Mathematics of pupils in their first two years of secondary (aged 7 - 9). Proficiency in the teaching of spelling and the three 'Rs' of prime importance. An additional qualification would be an asset, likewise competence in games coaching.

Apply in writing with names, addresses and telephone numbers of two referees to The Headmaster, Blairmore School, Glass, Huntly, Aberdeenshire AB54 4XR. (08858) 205424

ST. MICHAEL'S SCHOOL

Tawstock Court
Near Barnstaple
North Devon

The Headmastership of this I.A.P.S. Preparatory School for 160 boys and girls (mainly boarding) will become vacant in April or September, 1986 following the appointment of Mr. D.J.A. Cassell to the Headmastership of the Junior School, Cheltenham College.

The School is a charitable trust, and full particulars of the post can be obtained from the Chairman of the Governors, J.M. Donner, Esq., 9-13 Fenchurch Buildings, Fenchurch St., London EC3M 5HR, to whom applications should be made by 6th September, 1985 with curriculum vitae and the names and telephone numbers of three referees. (18360)

BRIGHTON
BRIGHTON COLLEGE JUNIOR SCHOOL
Required in January 1986 a teacher of English up to Common Entrance and Scholarship level. Help with boys' games would be expected. Opportunities for promotion, e.g. House responsibility. Burnham plus salary addition. Please apply by letter, enclosing a c.v. and the names and addresses of two referees, to The Headmaster, Brighton College Junior School, Walpole Lodge, Walpole Road, Brighton, BN2 0EU. (03324) 202424

History

Heads of Department

DERBYSHIRE
S. ANSELM'S Bakewell

(I.A.P.S. Boarding School of 150)

Required September 1985 to be responsible for HISTORY throughout the school and to teach the higher forms.

Classes average 10; there is a Scholarship stream throughout the school, and a good Scholarship record to the major public schools.

Willingness to play a full part in the life of the School, and to take boys' games essential.

S. Anselm's Scale; above Burnham. Teachers' Superannuation. Generous terms for sons and daughters of the school from 4½ to 13.

Please apply in writing with telephone numbers of two referees to the Headmaster, S. Anselm's School, Bakewell, Derbyshire. (08721) 202815

Modern Languages

Other Assistants

KENT
TEACHER
Required, September, part or full-time, for French up to 15 years, and hopefully some Latin.

Please write with C.V. to The Headmaster, The Hill School, Westerham, Kent. Tel: 63381. (08582) 203624

Other Assistants

KENT
SCIENCE teacher required January 1986 for day boys' preparatory school.

Interest in games useful. Accommodation possible.

Apply: Headmaster, The Hill School, Westerham, Kent (0959 63381), with full C.V. (03472) 204424

NORTH YORKSHIRE
GROSVENOR HOUSE SCHOOL
Bradwell, Skipton BD23 2QU
Required in September SCIENCE TEACHER to teach the subject throughout the school (7 - 13 yrs.) to C.E. and P.S.S. level. The school is in the country six miles from Harrogate. There are day boys and 40 boarders in the main range to be taught.

Usual Preparatory School duties. Previous prep. school experience an advantage. Accommodation available for a bachelor or Burnham Scale. I.A.P.S. Pension Scheme.

Apply in writing to the Headmaster with curriculum vitae and names of referees. (08580) 204824

Other than by Subject Classification

Other Assistants

BERKSHIRE
I.A.P.S. BOYS' PREP SCHOOL
Requires for September, teacher for Junior Subjects especially French at 7 year level, capability to assist with games, athletics and gymnastics valuable.

Apply Headmaster in writing with full C.V. and names of two referees to The Headmaster, Cheam Common Junior School, Upton Lea, Upton Court Road, Slough, Berks. SL3 7LU. (12004) 205624

ESSEX
GLENARM COLLEGE
60 Coventry Rd., Ilford, Essex
Required for September 1985 qualified teacher for class 4 of 9 year olds. Ability to take Speech and Drama throughout the School an advantage but other specialist teachers also considered full/part time.

Letters of Application with CV's to Mrs V. Mullogh M.A. (08651) 205564

LONDON
We have an unexpected vacancy in September 1985 for an experienced and qualified teacher for 8 - 10 year olds.

Please apply in writing with curriculum vitae to: Mrs I.A. Box-Grainger, The Hampshire School, 65 Ennismore Gardens, London SW7 1NH. (15608) 205564

LONDON W8
SPANISH BILINGUAL SCHOOL
317 Portobello Road, London W10
Primary Teacher required for September.

Send C.V. to above address, or phone Miss Brook 1-7 pm on 01 968 5664. (08588) 205624

LONDON
CO-EDUCATIONAL SCHOOL
Requires class teacher for 3 year old from September 1985. Burnham Scale 1 plus LA. and see please in writing with references to Mrs. Peterson, House School, 23 Bedford Square, London WC1B 3HH. 262 8830. (03789) 205624

LONDON
We have an unexpected vacancy in September 1985 for a well qualified and experienced teacher for 9 - 11 year olds with curriculum vitae to: Mrs J.A. Box-Grainger, The Hampshire School, 65 Ennismore Gardens, London SW7 1NH. (15608) 205624

LONDON
Fairley House is a full-time day school for children with average and above intelligence between the ages of 9 and 13 who have a specific learning difficulties (dyslexia).

A qualified class teacher is required for ages 8 - 9 to start in September 1985 or the Autumn Term 1985 at the latest.

Specific remedial qualifications helpful but not essential.

Burnham Scale 1 plus LW plus SSA.

Please apply to the Principal, Fairley House, 29 Princes Gate, London SW7 1PT for fuller details and a job specification. (08584) 205564

LONDON
LUBAVITCH HOUSE SCHOOL
Required qualified permanent staff for the Infant - Junior Departments for Sept. 1985. Burnham Scale.

Apply in writing to: Mr A.D. Sufrin, Lubavitch House Schools, Stamford Hill, London N16 5RP, giving a telephone number and enclosing one reference. (08642) 205564

SURREY
KING'S HOUSE SCHOOL
Richmond, Surrey

(I.A.P.S. Day preparatory School)

Required in September 1985 a qualified and experienced Form Teacher to take over a class of 8 - 9 year old boys and in addition some subject teaching to a class of 10 - 11 year olds. Help with the supervision of games is also required. The school is a Trust and Burnham Scale, London Allowance and Government Superannuation are paid.

Please write to the Headmaster King's House School, 68 King's Road, Richmond, Surrey, enclosing curriculum vitae and the names and addresses of two referees. (15912) 205624

SURREY
COLLINGWOOD BOYS' SCHOOL
Sutton Road, Wallington, Surrey SM6 0AA
Independent Day School of 255 boys aged 4 - 11
Recognised by I.S.J.C.
Required for September 1985 a graduate form teacher to teach all subjects to first class of 8 - 9 year olds. Sports essential. Salary Burnham Scale Group 1 with Government Superannuation. We also require a student teacher for 1 year only.

Please apply to the Head Master with full c.v. (03021) 205624

WEST SUSSEX
GREAT BALLARD SCHOOL
Eastham, Chichester
IAPS
Co-educational
Required for January 1986 qualified recention teacher (4 - 5 year olds) for expanding Pre-Prep. Department. Burnham Scale.

Apply in writing to the Headmaster. (08610) 205624

Colleges of Further Education

Heads of Department

DEVON
EAST DEVON COLLEGE OF FURTHER EDUCATION
Principal:- F. I. Rosamond, M.A. (Econ.), B.A. (Econ.)
Sidmouth, Devon EX10 8YG
A vacancy will exist from October 1985 or as soon as possible thereafter for a HEAD OF THE DEPARTMENT OF CONTINUING EDUCATION, Burnham Group IV. Salary £14,799 to £16,857 (subject to review).

Application forms and details of the post are available from The Vice-Principal, East Devon College of Further Education, Tivverton, Devon EX16 4EJ. (Please enclose s.a.e.). (08554) 200018

Other Appointments

AVON COUNTY
LECTURER I in COMPUTING (Initially Temporary for 15 Months)
SOUNDWELL TECHNICAL COLLEGE
St Stephen's Road, Soundwell, Bristol BS16 4RL.
Further details and application form, returnable by 22nd July, 1985, from Chief Administrative Officer, Tel: 678101.

Avon is an equal opportunities employer. (08814) 200018

COLLEGES OF FURTHER EDUCATION
continued

AVON COUNTY
CITY OF BATH TECHNICAL COLLEGE
Two teaching vacancies are required as from 1 September 1985 or as soon thereafter as possible:-

LECTURER GRADE I - MODERN MANUFACTURING TECHNOLOGY

To teach Modern Production Engineering Theory and Practice topics together with associate topics such as Mathematics or Engineering Science. The person appointed will assist in the development of courses in Robotics and Computer Aided Manufacture.

The successful candidate will have a degree or corporate membership of an appropriate Engineering Institution.

LECTURER GRADE I - PRACTICAL ELECTRICAL/ ENGINEERING/ ELECTRONICS

To teach practical skills associated with Basic Electrical and Electronic Workshop Practice.

The successful candidate will be expected to be qualified to HNC/Part Technological Certificate level, or equivalent. Relevant experience in industry is essential.

LECTURER GRADE I (TEMPORARY) - ELECTRICAL INSTALLATION WORK

To teach Practical Work, Regulations, Theory and Assessment Work to appropriates taking C & G 236/1/2.

The successful candidate will have time served apprenticeship with C & G 233 (or equivalent) and recent industrial experience.

Salaries £5,910 - £10,512 an any point depending on qualifications and previous experience.

Further particulars and an application form (see please) may be obtained from the Personnel Office, Avon Street, Bath BA1 1UP. Closing date - 6 weeks from the appearance of this advertisement. (05159) 220026

DUDLEY
HALESOWEN (TERITARY) COLLEGE
LECTURER I in Economics and Accounts
LECTURER I in Drama and English
See advertisement under Tertiary Colleges Scale 1. (08168) 220026

DURHAM
COUNTY COUNCIL NEW COLLEGE DURHAM
Principal: Leonard G. Bewshaw, M.Ed., Dip. Ed., B.Sc. (Econ.), M.A., F.R.S.A.
FACULTY OF SCIENCE, HUMANITIES AND COMMUNITY STUDIES
SCHOOL OF GENERAL EDUCATION
LECTURER GRADE I IN GEOGRAPHY AND ENVIRONMENTAL STUDIES
Required for September, 1985.

Lecturer to be responsible for the teaching of Geography and Environmental Studies in the College. Applicants should be graduates who are qualified teachers. Experience at teaching geography to G.C.E. 'O' and 'A' level would be an advantage.

Further details and application forms returnable by Friday, 19th July, 1985 may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES (Tel: Durham 64491) upon receipt of a stamped addressed foolscap envelope. (03045) 220026

DURHAM
COUNTY COUNCIL NEW COLLEGE DURHAM
Principal: Leonard G. Bewshaw, M.Ed., Dip. Ed., (Lond.), B.Sc., (Econ.) M.A., F.R.S.A.
FACULTY OF SCIENCE, HUMANITIES AND COMMUNITY STUDIES
SCHOOL OF GENERAL EDUCATION
LECTURER GRADE I IN GEOGRAPHY AND ENVIRONMENTAL STUDIES
Required for September, 1985.

Lecturer to be responsible for the teaching of Geography and Environmental Studies in the College. Applicants should be graduates who are qualified teachers. Experience at teaching geography to G.C.E. 'O' and 'A' level would be an advantage.

Further details and application forms returnable by Friday, 19th July, 1985 may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES (Tel: Durham 64491) upon receipt of a stamped addressed foolscap envelope. (03045) 220026

DURHAM
COUNTY COUNCIL PETERLEE COLLEGE
Head of School of Mathematics (Senior Lecturer)
Applications are invited from suitably qualified persons for the post of Head of School of Mathematics at Peterlee College.

Applicants should be good Honours Graduates capable of teaching Mathematics up to Certificate of Education level and taking significant management responsibilities at departmental and college level.

The shortlisting and appointment for this post will not take place until the Autumn Term.

Application form and further details, returnable by 19th July, 1985, are obtainable from the Director of Education, County Hall, Durham DH1 5UJ upon receipt of a stamped addressed envelope. (03047) 220026

EAST SUSSEX
HASTINGS TECHNICAL COLLEGE
LECTURER I in HEALTH STUDIES to teach Health Education and Caring Studies. Commencing September 1, 1985.

Application forms and further details from The Acting Principal, Lewes Technical College, Mountfield Road, Lewes, Tel: 476191. (03055) 220026

BRENT
LONDON BOROUGH OF BRENT
WILLESDEN COLLEGE OF TECHNOLOGY
Principal: A.K. Barnard, B.Sc., Ph.D., C. Chem., F.R.S.C., F.R.S.A., (Chem.)
DEPARTMENT OF ELECTRICAL ENGINEERING
PRINCIPAL LECTURER
To teach in one or more of the following areas: Microprocessors, Electronics, Computing, Maths and Computing.

Applicants must have a relevant degree and/or be Chartered Engineers. They should have considerable industrial experience in Electrical Engineering.

Salary Scale: £14,133 to £17,505 subject to a bar (including London Area Payment).

LECTURER II in ELECTRONICS

To teach Micro-electronics/Microprocessors/Computing and their applications over the full range of BTEC and Craft Courses.

Applicants must have a degree or higher technican qualification with experience in teaching and industrial experience.

Salary Scale: £8,586 - £13,137 (Inclusive of London Area Payment).

Brent is an equal opportunities employer. The post is fundamentally committed to multicultural education.

Application forms (SAE) and further details of the post can be obtained from the Chief Administrative Officer, Willesden College of Technology, Dudden Hill Lane, London NW10 2XD (Tel: 459 3613). Returnable within 14 days. (08303) 220026

DURHAM
COUNTY COUNCIL NEW COLLEGE DURHAM
Principal: Leonard G. Bewshaw.
Head of School of Design
LECTURER IN GRAPHICS
Required for September 1985, a lecturer, to assist in the teaching of the BTEC National Diploma in Graphic Design.

Good practical experience is required and a teaching qualification and teaching experience would be an added advantage.

Further details and application forms returnable by Friday, 19th July, 1985 may be obtained from the Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES (Tel: Durham 64491) upon receipt of a stamped addressed foolscap envelope. (03046) 220026

DURHAM
COUNTY COUNCIL NEW COLLEGE DURHAM
Principal: Leonard G. Bewshaw, M.Ed., Dip. Ed., (Lond.), B.Sc., (Econ.), M.A., F.R.S.A.
FACULTY OF SCIENCE, HUMANITIES AND COMMUNITY STUDIES
SCHOOL OF GENERAL EDUCATION
LECTURER GRADE I IN HEALTH STUDIES AND CARING

Applicants should have a relevant University Degree or a CQSW with experience in a variety of practical social work settings. Teaching, lecturing or study supervision experience advantageous. Salary £8,586 to £11,835.

LECTURER IN ETHICAL/MORAL NEEDS OF YOUNG CHILDREN

Applications invited from nursery, infant or primary teachers with a Montessori qualification. Main teaching commitments as part of team offering 1plus National Certificate Nursery Nursing Modules. Evidence of successful work with children advantageous. Salary £7,986 to £10,581.

Application forms and further details from Education Department, F.E. Admin Staffing, Woodhill House, Aberdeen AB9 2LU with whom applications (6 copies) should be lodged by Monday, July 22nd. (03059) 220026

EAST SUSSEX
BRIGHTON COLLEGE OF TECHNOLOGY
DEPARTMENT OF COMMERCE
LECTURER I in Business Studies for September or as soon as possible thereafter to teach a range of BTEC General and National Level modules and to contribute to other departmental courses.

Applicants should possess degree level qualifications and relevant teaching and business or industrial experience.

Salary up to £10,512 (under review).

Details and application forms from Principal, Brighton College of Technology, Pelham Street, Brighton BN1 4FA. Tel (0273) 689911, Ext. 204.

Closing date July 19th. (08644) 220026

EXETER
EXETER COLLEGE
Hele Road, Exeter EX4 4JS

LI BIOLOGY
(fixed term contract 1 year)

Required for September to teach to O and A level Biology.

Further details and application forms from the Principal (SAE please) returnable within 3 weeks of the date of this advertisement. (08137) 220026

GLOUCESTERSHIRE
NATIONAL STAR CENTRE
Ullenwood, Cheltenham, Glos. GL53 9QU
Senior Cheltenham Lecturer Grade I
Communication Skills & Numeracy
Required for September 1st, 1985 or as soon as possible thereafter. The National Star Centre is a specialist college for physically handicapped young people. Ability to contribute to other areas of curriculum particularly within a CPVE framework will be desired.

Further details and application forms from the Vice Principal to be returned on Monday, 15th July. (126781 220026

GRAMPIAN REGIONAL COUNCIL
MORAY COLLEGE OF FURTHER EDUCATION
Elgin

SENIOR LECTURER IN HEALTH AND CARING

Applicants should have a relevant University Degree or a CQSW with experience in a variety of practical social work settings. Teaching, lecturing or study supervision experience advantageous. Salary £8,586 to £11,835.

LECTURER IN ETHICAL/MORAL NEEDS OF YOUNG CHILDREN

Applications invited from nursery, infant or primary teachers with a Montessori qualification. Main teaching commitments as part of team offering 1plus National Certificate Nursery Nursing Modules. Evidence of successful work with children advantageous. Salary £7,986 to £10,581.

Application forms and further details from Education Department, F.E. Admin Staffing, Woodhill House, Aberdeen AB9 2LU with whom applications (6 copies) should be lodged by Monday, July 22nd. (03059) 220026

HAVERING
LONDON BOROUGH OF HAVERING

HAVERING TECHNICAL COLLEGE

SECRETARIAL & OFFICE STUDIES DEPARTMENT

Required as soon as possible:-

Lecturer 1: Salary £5,910 - £10,512 pa plus £678 LW

Applications are invited for the post of Scale 1. Candidates should be able to offer a range of office skills. Preference will be given to applicants with Certificate in Education and/or recent industrial experience in a modern office.

PART-TIME LECTURERS

Applications from candidates able to offer:

(i) Shorthand, Typewriting, Secretarial Duties or Commerce.

(ii) Hairdressing/Beauty Therapy to City & Guilds.

(iii) Art & Design to BTEC Diploma level.

(iv) Catering and Food Preparation.

(v) Information Technology.

These vacancies are exempt from the Staff Commission Ring Fence procedures. However, applications from employees of the GLC or MCC's with relevant experience will be welcome.

Please send stamp for application forms and further particulars to the Principal, Ardleigh Green Road, Hornchurch, Essex RM11 2LL. Completed application forms to be returned by 12 July 1985. (08036) 220026

COVENTRY CITY COUNCIL

Hereward College of Further Education for the Physically Handicapped

Vice-Principal

Salary: £17,199-£18,189 p.a.

Applications are invited from suitably qualified and experienced candidates for the position of Vice-Principal of Hereward College of Further Education for the Physically Handicapped. Hereward College is a Residential College for 108 physically handicapped students recruited nationally.

Students pursue a variety of further education courses leading to BTEC, RSA, C & G and GCE qualification in preparation for further and higher education and employment.

The College was opened in 1971 and occupies purpose-built accommodation. A house is provided on site for occupation by the Vice-Principal.

Further particulars and application forms are available from:

Robert Aitken, Director of Education, New Council Offices, East Street, Coventry CV1 5RS. Telephone: (0203) 25555 Ext. 2454.

Closing date for the receipt of completed applications is Monday 22nd July, 1985.

an equal opportunity employer

COMHAIRLE NAN EILEAN
WESTERN ISLES ISLANDS COUNCIL

DEPUTE PRINCIPAL
(£15,251)

Lews Castle College in Stornoway has a teaching establishment of over 50 staff and 420 F.T.E. students. The college offers a wide range of courses from LINK and various YTS courses through to Higher Certificate courses in Mechanical and Production Engineering and Higher Diplomas in Business Studies and in Secretarial Studies.

Applicants should hold a post of responsibility, be able to demonstrate a high level of skills in management, communication and administration and have an extensive knowledge of Further Education courses at both Craft and Technician levels.

Information from Neil Galbraith, Director of Education (Tel. (0851) 3773, Ext. 430).

Salary quoted (pay award pending) includes Islands Allowance £637. Full removal expenses and assistance with housing where possible.

Application forms and full job description from the Department of Administration (Personnel), Council Offices, Sandwick Road, Stornoway (Tel. (0851) 3773, Ext. 213).

Closing date 19th July, 1985. (18139)

ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE I (and part-time pro rata). On an incremental scale within the range of £5,910-£10,512 starting point depending on qualifications, training and experience. Subject to formal approval For all posts, unless otherwise stated, there is an Inner London allowance of £1,038. All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a required basis. A register of potential Job Sharers is maintained by Mrs. H. Brookman, EO/FHE/ ED.OPPS, Room 2282, The County Hall London SE1 7PB. ILEA is an equal opportunities employer.

KINGSWAY-PRINCETON COLLEGE
Department of English and Continuing Education
0.5 ASSOCIATE LECTURER I
is required by this multi-cultural college, .5 in English, Communication and transitional skills. Experience in work with adult linguistic minorities desirable. The person appointed will work with students in the college's Education Shop and at the Centre's Training Centre.

The person appointed to the .5 Lecturer I post must be experienced in teaching adults on vocational courses and be experienced in teaching women and ethnic minorities. Experience with guidance/counselling work would also be an advantage.

The post requires a person who is flexible and adaptable and able to respond quickly to ideas and new course demands. The ability to liaise with staff from a variety of institutions is important.

The .5ALI will be responsible for carrying out the above work to the Head of Department of English and Continuing Education and will work in the first place to the L.2s and then to the Senior Lecturer.

The successful candidate may be required to work for some weeks outside normal term times, taking time off in lieu.

Department of Social and Community Studies
SENIOR LECTURER
PHYSICAL EDUCATION
is required by this multi-cultural college from September 1985 to August 1986. The requirement is for a teacher who is able to offer a range of appropriate activities in the Physical Education area. Training in outdoor pursuits would be an advantage.

The person appointed will work with students who are mainly from the 18-19 age group although a significant proportion of students are 16 plus. He/She will be expected to contribute to a review of college provision for PE with special reference to the needs of an inner-city population.

Application forms and further details for the above posts from: The Staffing Secretary (YSI), Kingsway-Princeton College, Islington Green, London N1 8DQ. Tel: 01-359 3661.

Closing date 19th July 1985.

NORTH LONDON COLLEGE
444 Camden Road, Holloway N7 0SP
Tel: 01-609 9901
North London College is the central institution in Islington providing education and training opportunities for the 16-19 age-group, and for continuing education. It has an established reputation for curriculum innovation and service to the community.

Department of Creative Studies
Applications are invited for the post of:
CS LECTURER I
IN MEDIA STUDIES
Required for September 1985, or as soon as possible thereafter. Applications are invited from suitably qualified and experienced persons for a 0.5 Lecturer to join a team providing a range of courses in a flourishing part of the college's work. The successful candidate would be expected to work effectively across the broad area of media, photography film and television. The College has a well-equipped TV studio and practical experience in TV production would be an advantage.

Department of General Studies
LECTURER I ESL
(Link-ed Skills)
A Lecturer Grade I is required for September 1985 or as soon as possible thereafter to teach ESL support and ESL link-ed skills across the curriculum and to college wide ESL. Tel: 01-278 0541 Ext 244. Closing date 19th July 1985.

PADDINGTON COLLEGE
Department of Business Studies
Saltram Crescent, W9
Tel: 01-481 2291
LECTURER I
required to teach Accountancy and related subjects on BTEC courses and Adult Retraining programmes.

The successful applicant will act as course tutor on an appropriate group.

Further details and application forms may be obtained from the Secretary to the Department at the above address, quoting reference B/3/85/13. The closing date for the receipt of completed applications is 19 July 1985.

SOUTH EAST LONDON COLLEGE
Lewisham Way, SE4 1UT
Tel: 01-691 8008 (24 hour Answering Service)
Department of Hotel & Catering Studies

TEMPORARY LECTURER I IN ENGLISH, LANGUAGE AND COMMUNICATIONS (Ref HCS 81)
Required from September 1985 for one term to teach Communication Skills on Catering Courses.

Relevant qualifications and experience of teaching catering students is essential.

TEMPORARY LECTURER I IN HOME ECONOMICS (Ref: HCS 82)
Required for one term from 1 January 1986 until 31 August 1987 to teach CGLI 794 Home Economics and Community Care to 2 groups of mature students on day courses.

Relevant qualifications and teaching experience essential.

Assistance may be given towards household removal expenses.

Further information and application forms for both posts may be obtained from the college at the above address - tel: 01-691 8008 (24 hour Answering Service). Application forms to be returned by 19 July 1985. It is essential to quote the correct reference number.

SOUTH LONDON COLLEGE
Main Building: Knights Hill, SE27 0TX Tel: 01-670 4488
Department of Telecommunications & Electronics
LECTURER I IN PHYSICS
required for September 1985. Teaching is mainly to full-time students at all levels up to and including GCE A level.

Application forms and further details from the Senior Administrative Officer at the College.

WOOLWICH COLLEGE
Villas Road, SE18
LECTURER I IN PHYSICS
required for September 1985. Teaching is mainly to full-time students at all levels up to and including GCE A level.

Application forms and further details from the Senior Administrative Officer at the College.

CROYDON COLLEGE

FACULTY OF ART AND DESIGN

LECTURER GRADE II (CERAMICS)

A specialist teacher of Ceramics is required from September 1985 to join the Ceramic teaching team currently running a two year Higher National B/TEC Diploma.

Applicants will be expected to have teaching and practical experience in the craft of ceramics and a command of industrial and semi-industrial moulding and forming techniques and be familiar with most aspects of surface decoration. The successful applicant will be expected to take appropriate administrative and tutorial responsibilities and assist the course director in the day-to-day running of the programme.

The salary for the post will be in accordance with the current Burnham Further Education Award and is at present:-

Lecturer Grade II £8,193 - £12,744 p.a.
Inclusive of the London Weighting Allowance

Further details and application forms may be obtained from the Assistant Principal (Personnel), Croydon College, Fairfield, Croydon, CR9 1DX. A self-addressed envelope would be much appreciated. Completed application forms should be returned within fourteen days of the appearance of this advertisement. (19181)

COLLEGES OF FURTHER EDUCATION
continued

HEREFORD AND WORCESTER
WORCESTER TECHNICAL COLLEGE
DEPARTMENT OF ENGINEERING
LECTURER GRADE I
ELECTRICAL/ELECTRONIC ENGINEERING
To teach Electrical Engineering, mainly in the field of electrical installation work, or Electrical Engineering for craft and technician courses.
Applicants should be suitably qualified, have appropriate industrial experience and, preferably, be teacher trained.
Salary: Lecturer Grade I £5,910 - £10,512.
(Position on scale dependent upon qualifications and experience).
Further details and an application form can be obtained from the Principal, Worcester Technical College, Deansway, Worcester WR1 2JF, upon receipt of a stamped, addressed envelope. Telephone size. Please quote reference E/TES. (12326) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL
HEREFORD TECHNICAL COLLEGE
DEPARTMENT OF COMMERCE AND GENERAL EDUCATION
Applications are invited for the following teaching posts.
1. LECTURER II IN BUSINESS STUDIES
Specialisation in the development and management of small business organisations.
2. LECTURER II IN ENGLISH/COMMUNICATIONS
Location: FAIRFIELD
Current salary levels (i.e. subject to review):-
Lecturer II: £7,548 - £12,099
Lecturer I: £5,910 - £10,512
Placement on scale dependent upon qualifications and experience.
Further details may be obtained from the Principal, Hereford Technical College, Folly Lane, Hereford HR1 1LS. (Please send SAE). Tel: Hereford (0432) 352480 Ext. 201. Completed application forms should be returned within two weeks of the appearance of this advertisement. 220026

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
LECTURER GRADE I in BUSINESS STUDIES
Salary - Burnham F.E. Scale £5,910 - £10,512 (pay award pending)
NORTH LINDSEY COLLEGE OF TECHNOLOGY
Kingsway, Scunthorpe, South Humberside DN17 1AJ
To teach Accounting and related Business Studies subjects on a range of Courses in the School of Business and Computing Studies.
Graduate or equivalent qualifications are essential together with appropriate industrial experience. Previous teaching experience is desirable.
Application form and job description from and Principal as above (stamped addressed envelope please).
The Closing Date is 12th July 1985. (12627) 220026

KENT
COUNTY COUNCIL
EDUCATION COMMITTEE
NONINGTON COLLEGE
Applications are invited for the post of Lecturer II, principally to teach COMMERCIAL TEMPORARY DANCE and CHOREOGRAPHY to mixed students and to contribute to related courses in the final years of the B.A. (Hons.) Degree Course in the Performing Arts. The fixed term period 1st September 1985 to 31st August, 1986.
An active teacher with proven skills and experience in either the theory or practice, or education or both, is required to fulfil a major important role.
Salary scale: Lecturer II (£7,548 - £12,099).
Applications by letter with full details of qualifications, names and addresses of two referees to: Dr. D.E. Hyde, Head of Performing Arts Department, Nonington College, Nonington, Dover, Kent CT15 4HH, to arrive not later than first post Wednesday, 10th July, 1985.
Further details from the Academic Registrar (Performing Arts) at the College. Tel: 0304 840671. (08193) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY COLLEGE OF TECHNOLOGY
New Dover Road, Canterbury, Kent CT1 3AJ
Tel: (0227) 66081
ACADEMIC VACANCIES
1st September 1985 or as soon as possible thereafter
Applications are invited for the following appointments:-
LECTURER II IN DISTRIBUTION REF. D7/85
to organise courses to coordinate the subject and to teach Retailing, Purchasing, Sales Techniques, Cost Control. To apply to TEST, TVEI and CPVE students, adapting them to provide appropriate professional qualifications and substantial experience of retailing and distributive trades.
LECTURER I OR II IN DATA PROCESSING & SYSTEMS ANALYSIS & COMPUTER APPLICATIONS IN MECHANICAL & PRODUCTION ENGINEERING Ref. C/7/85
to contribute to the updating of College programmes in these vital subject areas in a wide range of courses. Applicants must have appropriate graduate and/or professional qualifications and relevant commercial or industrial experience.
TEMPORARY LECTURER I IN MICROELECTRONICS ENGINEERING Ref. M/7/85
for one year to teach a wide range of Mechanical Engineering subjects to craft and technician courses and undertake practical activities with full-time and TVEI courses. Applicants should have an appropriate City & Guilds Technician part II Certificate or equivalent qualifications, together with relevant experience in the motor vehicle repair and servicing industry.
Salaries in accordance with the Burnham Scale for establishment of Further Education, namely:-
Lecturer II £7,548 - £12,099 p.a.) Lecturer I £5,910 - £10,512 p.a.) under review.
Starting point dependent upon experience and qualifications.
Application forms and further details are available from the Principal quoting the appropriate reference. (08534) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT COLLEGE OF FURTHER EDUCATION
CONSTRUCTION DEPARTMENT
LECTURER I - BRICKWORK AND TROWEL TRADES
Required for September 1985 to teach brickwork (technology and practical) to CITB and City & Guilds Basic Craft Courses. The successful candidate with teaching, Industrial Studies, Numeracy, Computing and/or Communications roles for Craft students will be an advantage.
Applications to apply to TEST, TVEI and CPVE students, adapting them to provide appropriate professional qualifications and substantial experience of retailing and distributive trades.
SALARY: £5,910 - £10,512 depending on qualifications and experience.
Application forms and further details from:- Chief Administrative Officer, West Kent College of Further Education, Brook Street, Tonbridge, Kent. (TONBRIDGE) DATE FOR APPLICATIONS 19TH JULY 1985. (08535) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT COLLEGE OF FURTHER EDUCATION
CONSTRUCTION DEPARTMENT
LECTURER I - BRICKWORK AND TROWEL TRADES
Required for September 1985 to teach brickwork (technology and practical) to CITB and City & Guilds Basic Craft Courses. The successful candidate with teaching, Industrial Studies, Numeracy, Computing and/or Communications roles for Craft students will be an advantage.
Applications to apply to TEST, TVEI and CPVE students, adapting them to provide appropriate professional qualifications and substantial experience of retailing and distributive trades.
SALARY: £5,910 - £10,512 depending on qualifications and experience.
Application forms and further details from:- Chief Administrative Officer, West Kent College of Further Education, Brook Street, Tonbridge, Kent. (TONBRIDGE) DATE FOR APPLICATIONS 19TH JULY 1985. (08535) 220026

SHROPSHIRE
EDUCATION COMMITTEE
(EQUAL OPPORTUNITIES)
SHREWSBURY COLLEGE OF ARTS AND TECHNOLOGY
London Road, Shrewsbury SY2 6PR
Tel: 51544
1. LECTURER II IN HEALTH AND NURSING EDUCATION
Applications are invited from suitably qualified tutors to teach on pre-nursing, nursery nursing, diploma in nursing and health education council courses.
2. LECTURER II IN GENERAL STUDIES
Applications are invited from suitably qualified staff with appropriate experience for post-16 courses. Applicants should have a degree or general studies and similar qualification in the college.
3. LECTURER I IN BEAUTY
Applications are invited from suitably qualified staff with experienced persons, preferably in Hairdressing and Hairdressing, with teaching experience.
4. LECTURER I IN BIOLOGY (TEMPORARY)
Temporary full-time Lecturer in Biology required from September 1985 to cover for a member of staff taking maternity leave. Applicants should hold a degree in biological sciences, a teaching qualification and preferably previous teaching experience up to 'A' level or BTEC Level III standard.
5. LECTURER I IN MODERN LANGUAGES (TEMPORARY)
Required in September a temporary full-time Lecturer in modern languages to cover for the remainder of the term of maternity leave. Applicants should hold a degree in French, Spanish or Latin languages, including French and be able to teach up to GCE 'A' level standard.
Application forms and further particulars are available from the Principal, Shrewsbury College of Arts and Technology, London Road, Shrewsbury. Tel: (0743) 51544 to whom applications should be returned as soon as possible and not later than 10th July 1985. (08606) 220026

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY COLLEGE OF TECHNOLOGY
New Dover Road, Canterbury, Kent CT1 3AJ
Tel: (0227) 66081
ACADEMIC VACANCIES
1st September 1985 or as soon as possible thereafter
Applications are invited for the following appointments:-
LECTURER II IN DISTRIBUTION REF. D7/85
to organise courses to coordinate the subject and to teach Retailing, Purchasing, Sales Techniques, Cost Control. To apply to TEST, TVEI and CPVE students, adapting them to provide appropriate professional qualifications and substantial experience of retailing and distributive trades.
LECTURER I OR II IN DATA PROCESSING & SYSTEMS ANALYSIS & COMPUTER APPLICATIONS IN MECHANICAL & PRODUCTION ENGINEERING Ref. C/7/85
to contribute to the updating of College programmes in these vital subject areas in a wide range of courses. Applicants must have appropriate graduate and/or professional qualifications and relevant commercial or industrial experience.
TEMPORARY LECTURER I IN MICROELECTRONICS ENGINEERING Ref. M/7/85
for one year to teach a wide range of Mechanical Engineering subjects to craft and technician courses and undertake practical activities with full-time and TVEI courses. Applicants should have an appropriate City & Guilds Technician part II Certificate or equivalent qualifications, together with relevant experience in the motor vehicle repair and servicing industry.
Salaries in accordance with the Burnham Scale for establishment of Further Education, namely:-
Lecturer II £7,548 - £12,099 p.a.) Lecturer I £5,910 - £10,512 p.a.) under review.
Starting point dependent upon experience and qualifications.
Application forms and further details are available from the Principal quoting the appropriate reference. (08534) 220026

NEWHAM
LONDON BOROUGH OF NEWHAM
EAST HAM COLLEGE OF TECHNOLOGY
High Street South, London E6 4ER
Principal: R.R. Bishop, B.Sc. (Econ), F.C.C.A.
DEPARTMENT OF BUSINESS AND PROFESSIONAL ADMINISTRATION
LECTURER GRADE II/SENIOR LECTURERS IN ACCOUNTING
Applications are invited from qualified accountants (CIPFA, ACCA, CIMSA, ACMA) for two vacancies which have arisen in the above Department.
Candidates should be able to offer two of the following specialities: Advanced Accounting Practice, Audit, Management Accounting, Data Processing, Data Processing Application, Taxation.
The possession of a degree or Cert. Ed. would be an additional advantage.
Salary: £7,548 - £14,061 (under review) plus £1,038 per annum London Allowance.
Application forms and further details can be obtained by writing to the Vice-Principal enclosing a stamped addressed envelope. Completed forms should be returned within 14 days of the appearance of this advertisement.
An Equal Opportunity Employer. (08347) 220026

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
GRANVILLE COLLEGE
SHEFFIELD CITY POLYTECHNIC
COURSE CO-ORDINATOR
Senior Lecturer
LECTURER I
Lecturer I
ASSOCIATE LECTURER
Part-time Lecturer II
Required as soon as possible for a Supervisory Course for Black Students providing access to Sheffield City Polytechnic. These posts comprise a team for this course which will begin in September 1985 at Granville College, Sheffield. The Course Co-ordinator will be responsible for the overall organisation of the course and will provide some teaching input. The Team Tutor will have primary responsibility for teaching on the course. The Associate Lecturer will have the responsibility for liaison work with the students, and for welfare and tutorial work with the students.
Sheffield City Council sees this course as an important part of its commitment to developing clear anti-racist policies for post-16 education in the City. It would expect the postholders to share responsibility for students successfully completing the course will be guaranteed entry to degree level courses at Sheffield City Polytechnic in Applied Social Studies, Education, Housing and Public Administration.
Candidates should have some experience of teaching relevant to these areas, but an ability to respond positively and imaginatively to the needs of black students will be more important than subject-related experience. Because of the nature of the course, applications will be especially welcomed from black people. The course Tutor's post would be suitable for job sharing.
Due to an error in the original advertisement this post is being readvertised.
Applicants please note the change of application date and the extended closing date. Previous applicants need not reapply.
Application forms and further details from Teachers Division, Sheffield Education Department, P.O. Box 67, Leopold Street, Sheffield S1 1RS. Closing date: FRIDAY, 26TH JULY, 1985.
Sheffield City Council is an equal opportunities employer. (08011) 220026

SOUTH TYNESIDE
BOROUGH COUNCIL OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
SOUTH TYNESIDE COLLEGE
DEPARTMENT OF MATHEMATICS, SCIENCE AND COMPUTER STUDIES
LECTURER I in MATHEMATICS
Duties to commence as soon as possible. Applicants should be experienced in the teaching of Mathematics and should preferably be graduates. Ability to teach Computer Literacy would be considered advantageous.
The person appointed would be expected to teach BTEC Mathematics Levels 1-III and GCE Ordinary Level Mathematics fundamental duties may be adjusted to suit the interests/abilities of the person appointed.
LECTURER I in COMPUTING
Duties to commence as soon as possible.
Applicants should be graduates and preferably professionally qualified with commercial/industrial teaching experience.
Ability to teach Mathematics would be an advantage.
TEMPORARY LECTURER in MATHEMATICS
This is a post for one academic year commencing 1st October 1985.
Applicants should be experienced in the teaching of Mathematics and should preferably be graduates. Ability to teach Computer Literacy would be considered advantageous.
The person appointed would be expected to teach BTEC Mathematics Levels 1-III and GCE Ordinary Level Mathematics primarily, but duties may be adjusted to suit the interests/abilities of the person appointed.
Application forms and further details may be obtained from The Principal, South Tyneside College, St George's Avenue, South Shields, Tyne & Wear NE34 6ET and should be returned as soon as possible. (12667) 220026

Colleges and Departments of Art

Other Appointments

SANDWELL
METROPOLITAN BOROUGH COUNCIL
LONGLEE HALL RESIDENTIAL ARTS CENTRE
Part-time Lecturer Grade I (£5,910 - £10,512).
Full time post with emphasis on Practical Workshops in composition, improvisation, recording and performance. Broad view to music making with young people essential. Short-stay residential courses for students in full-time education.
LECTURER I in F.E.
Lecturer Scale I (£5,910 - £10,512).
Full time post with emphasis on Creative Drama work. Students from full-time education and young people in employment from the area. Descriptions for short-stay residential courses. Extensive extra-mural group based at the Hall offers experimental and practical opportunities.
For both posts: Residential duties but post can be residential or non residential. Applicants are invited to apply for either or both posts. Ability to teach Computer Literacy would be considered an advantage.
The person appointed would be expected to teach GCE Ordinary level Mathematics primarily, but duties may be adjusted to suit the interests/abilities of the person appointed.
Application forms and further details may be obtained from The Principal, South Tyneside College, St George's Avenue, South Shields, Tyne & Wear NE34 6ET and should be returned as soon as possible. (12667) 220026

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
GRANVILLE COLLEGE
SHEFFIELD CITY POLYTECHNIC
COURSE CO-ORDINATOR
Senior Lecturer
LECTURER I
Lecturer I
ASSOCIATE LECTURER
Part-time Lecturer II
Required as soon as possible for a Supervisory Course for Black Students providing access to Sheffield City Polytechnic. These posts comprise a team for this course which will begin in September 1985 at Granville College, Sheffield. The Course Co-ordinator will be responsible for the overall organisation of the course and will provide some teaching input. The Team Tutor will have primary responsibility for teaching on the course. The Associate Lecturer will have the responsibility for liaison work with the students, and for welfare and tutorial work with the students.
Sheffield City Council sees this course as an important part of its commitment to developing clear anti-racist policies for post-16 education in the City. It would expect the postholders to share responsibility for students successfully completing the course will be guaranteed entry to degree level courses at Sheffield City Polytechnic in Applied Social Studies, Education, Housing and Public Administration.
Candidates should have some experience of teaching relevant to these areas, but an ability to respond positively and imaginatively to the needs of black students will be more important than subject-related experience. Because of the nature of the course, applications will be especially welcomed from black people. The course Tutor's post would be suitable for job sharing.
Due to an error in the original advertisement this post is being readvertised.
Applicants please note the change of application date and the extended closing date. Previous applicants need not reapply.
Application forms and further details from Teachers Division, Sheffield Education Department, P.O. Box 67, Leopold Street, Sheffield S1 1RS. Closing date: FRIDAY, 26TH JULY, 1985.
Sheffield City Council is an equal opportunities employer. (08011) 220026

LONDON
Inner London Education Authority
HACKNEY ADULT EDUCATION INSTITUTE
Clissold Road, N16
HACKNEY LANES requires from September 1985 until March 1986. Temporary Lecturer Grade I and several temporary part-time posts to teach one or more of the following: Writing and Study Skills, Maths and Computing, History, Health and Literature - to assist the Institute seeking to consolidate and expand its provision of Basic Skills/Return to Study Courses.
Rates of pay: Part-time tutors £5.05 per hour. Lecturer Grade I £5,548 - £11,550 inclusive of London Weighting at Burnham FE(84) rates of pay.
The courses are aimed at adult students in education and in particular from women, ethnic minorities and people with disabilities who are under represented. The positive approach to equal opportunities is aimed at addressing this imbalance and encourage applications from those people described above.
All posts from Lecturer Grade I to Senior Lecturer are considered suitable for job share. Applications for job share will be submitted on a paired basis.
For further details and application form for all Hackney posts write to Senior Administrative Officer at the address above. (Enclose sae). Closing date for completed applications is Friday, 26th July 1985.
ILEA is an Equal Opportunities Employer. (08161) 380000

LONDON
Inner London Education Authority
ISLINGTON ADULT EDUCATION INSTITUTE
Tollington Road, Lyndon N7
Tel: 226 6001
The Institute requires as soon as possible an Assistant Lecturer Grade II (0.7) as Community Education Co-ordinator. The worker will be based initially with the Tufnell Park Road 89 Project and subsequently in community education in relation to basic education and literacy in North Islington. Duties include liaison and management of classes, together with a minimum of 4 hours basic education teaching.
Salary scale in accordance with the Burnham (F.E) Report, Assistant Lecturer Grade II £6,010.72; £6,010.20 - £9,195.90 inclusive of London allowance.
Further details and forms returnable by 31st July 1985 from the SAO at the above address. Please provide SAE.
All posts which are Lecturer I and Principal Lecturer are considered suitable for job share. Application for job share will only be considered if submitted on a paired basis.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (08159) 380000

Adult Education

DURHAM
COUNTY COUNCIL
H.M. YOUTH CUSTODY CENTRE DERWENTE
POST OF LECTURER GRADE I IN ADULT BASIC EDUCATION/NUMERACY
Applications are invited from qualified teachers with wide experience of Adult Literacy and/or Numeracy. The successful applicant will be responsible for teaching individuals and small groups of trainees aged 16 to 21 years in Basic Literacy and Numeracy and for leading a small group of part-time tutors under the direction of the Education Officer.
The appointment will be from 1st September, 1985.
Further details and application forms returnable by 19th July, 1985 are obtainable from the Director of Education, County Hall, Durham DH1 5UJ (03048) 380000

LONDON
Inner London Education Authority
ISLINGTON ADULT EDUCATION INSTITUTE
Tollington Road, Lyndon N7
Tel: 226 6001
The Institute requires as soon as possible an Assistant Lecturer Grade II (0.7) as Community Education Co-ordinator. The worker will be based initially with the Tufnell Park Road 89 Project and subsequently in community education in relation to basic education and literacy in North Islington. Duties include liaison and management of classes, together with a minimum of 4 hours basic education teaching.
Salary scale in accordance with the Burnham (F.E) Report, Assistant Lecturer Grade II £6,010.72; £6,010.20 - £9,195.90 inclusive of London allowance.
Further details and forms returnable by 31st July 1985 from the SAO at the above address. Please provide SAE.
All posts which are Lecturer I and Principal Lecturer are considered suitable for job share. Application for job share will only be considered if submitted on a paired basis.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (08159) 380000

PLYMOUTH
COLLEGE OF FURTHER EDUCATION
Plymouth
LECTURER GRADE II IN BEAUTY THERAPY (CIDESCO Diploma and teaching experience essential).
LECTURER GRADE I FLORISTRY (C&G)
both to include Interflora Diploma and teaching experience essential.
Salaries: £5,910 - £10,512 with the starting point dependent upon relevant experience and qualifications.
Application forms and further particulars (SAE please) from The Registrar, TA C1/9, College of Further Education, Kings Road, Devonport, Plymouth PL1 5QG. Closing date 19th July 1985. (08335) 220026

ROTHERHAM
METROPOLITAN COUNCIL
Rotherham is an equal opportunities employer
ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
Eastwood Lane, Rotherham S65 1EG
Tel: Rotherham 361111, Ext. 201
Required for 1st September, 1985 or as soon as possible thereafter.
LECTURER I IN PROFESSIONAL COOKERY (Salary: £5,910 - £10,512 p.a.).
To teach practical and theoretical aspects of food preparation to craft students on C&G 706/1, 706/2 and 705 courses. Good practical skills and professional qualifications are essential.
Closing Date: 19th July, 1985.
On receipt of s.a.e.d. further details of the post can be obtained from the Principal at the above address, to whom completed applications should be submitted.
G. Crane, Director of Personnel (08169) 220026

SOUTH GLAMORGAN
COUNTY COUNCIL
RUMNEY COLLEGE OF TECHNOLOGY
DEPARTMENT OF GENERAL STUDIES
LECTURERS IN BUSINESS STUDIES
Applications are invited for the posts of Lecturer Grade I in Business Studies commencing 1st September, 1985, in the following areas:
BTEC BUSINESS STUDIES & PUBLIC ADMINISTRATION (2 Posts)
One or more modules to be offered from World of Work, Book-keeping and Accounts, Law, The Organisation in its Environment, Public Administration, Banking, People and Communications, Keyboard Skills, Office Machines and Equipment, Clerical Services and Receptionist Telephonist. Successful candidates will be expected to take a leading part in the development of YOPS and TVEI courses and may be involved in teaching on YTS courses.
Applicants for the above posts should preferably be graduates or equivalent with teacher training. Industrial or commercial experience will be a decided advantage.
Salary Scale Lecturer Grade I £5,910 - £10,513 (Under Review).
Further details and application forms returnable within two weeks of the date of this advertisement are available from the Principal, Rumney College of Technology, Trowbridge Road, Rumney, Cardiff CF3 8XZ. (13648) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL
An equal opportunities employer
CLARENDON COLLEGE OF FURTHER EDUCATION
LECTURER
GRADE I £5,910 - £10,512 (pay awards pending)
NURSING AND APPLIED SCIENCE
Required for 1st September 1985 or as soon as possible thereafter in the Department of Health Studies, Fashion and Science to teach Nursing Studies, Health Studies and Applied Science in a variety of vocational courses leading to Caring and Service Industries. Applicants should hold relevant qualifications, preferably in teacher trained and have relevant industrial/teaching experience.
Entry point on the scale according to qualifications and experience.
Application forms and further particulars are available from the Principal, Pelham Avenue, Nottingham NG5 1AH. (telephone (0602) 607201 to whom completed forms and references should be returned by 19th July, 1985. (12639) 220026

SHROPSHIRE
TELFORD COLLEGE OF ARTS AND TECHNOLOGY
LECTURER (Temporary for one year).
To teach and assist in the organisation of community care courses for young adults within the YTS programme.
Applicants should have relevant experience of working with young adults in an educational, social or related setting preferably supported by a degree and appropriate qualification. Salary £5,910 to £10,512.
Application forms and further details available from the Principal, Telford College of Arts and Technology, Haybridge Road, Wellington, Telford, Shropshire TF1 2NP, upon receipt of S.A.E. Closing date Wednesday, July 17th, 1985. (03946) 220026

WATFORD
WATFORD COLLEGE
Hempstead Road, Watford
DEPARTMENT OF MANAGEMENT STUDIES
LECTURER GRADE II
Applications are invited from people with appropriate qualifications and experience in management experience in the United Kingdom in any of the following areas: General Management, Production, Marketing or Finance.
We are seeking a candidate with the ability to act as a Course Tutor and to contribute to a range of Management and Supervisory courses.
The successful candidate may be possible. Salary in accordance with Burnham FE Scale for Lecturers Grade II £7,548 - £12,099 p.a. plus £258 fringe allowance.
Further details and application forms available from the Chief Administrative Officer, Watford College, Hempstead Road, Watford, Herts. WD1 3EZ. (Tel: Watford 41341 Ext. 561). (15769) 220026

SOUTH GLAMORGAN
COUNTY COUNCIL
RUMNEY COLLEGE OF TECHNOLOGY
DEPARTMENT OF GENERAL STUDIES
LECTURERS IN BUSINESS STUDIES
Applications are invited for the posts of Lecturer Grade I in Business Studies commencing 1st September, 1985, in the following areas:
BTEC BUSINESS STUDIES & PUBLIC ADMINISTRATION (2 Posts)
One or more modules to be offered from World of Work, Book-keeping and Accounts, Law, The Organisation in its Environment, Public Administration, Banking, People and Communications, Keyboard Skills, Office Machines and Equipment, Clerical Services and Receptionist Telephonist. Successful candidates will be expected to take a leading part in the development of YOPS and TVEI courses and may be involved in teaching on YTS courses.
Applicants for the above posts should preferably be graduates or equivalent with teacher training. Industrial or commercial experience will be a decided advantage.
Salary Scale Lecturer Grade I £5,910 - £10,513 (Under Review).
Further details and application forms returnable within two weeks of the date of this advertisement are available from the Principal, Rumney College of Technology, Trowbridge Road, Rumney, Cardiff CF3 8XZ. (13648) 220026

STAFFORDSHIRE
STOKE-ON-TRENT TECHNICAL COLLEGE
LECTURER GRADE I IN MANUFACTURING TECHNOLOGY
£5,910 - £10,512
Application forms and further particulars are available from the Principal's Secretary, Stoke-on-Trent Technical College, Mooring Place, Burslem, Stoke-on-Trent ST6 3EJ.
Canvassing will disqualify. Trade Union membership.
STAFFORDSHIRE COUNTY COUNCIL. (08408) 220026

WEST SUSSEX
WORTHING COLLEGE OF TECHNOLOGY
Broadwater Road, Worthing
DEPARTMENT OF SCIENCE, TECHNOLOGY & SCIENCES
Required LECTURER IN ELECTRICAL/ELECTRONICS ENGINEERING. Applicants should be capable of teaching electrical/electronic subjects to BTEC Certificate/Diploma level. A sound up-to-date knowledge of electronics is essential with recent industrial experience an advantage.
Salary in range £5,910 - £10,512.
Further particulars and application form from Principal to receipt of large s.a.e. to whom completed applications must be returned within 14 days of advertisement. (03849) 220026

WIGAN
METROPOLITAN BOROUGH OF WIGAN
WIGAN COLLEGE OF TECHNOLOGY
Parson's Walk, Wigan WN1 1RR
Required for 1st September 1985, or as soon as possible
PRINCIPAL LECTURER IN COMPUTING
This is an important new senior post and you will act primarily as Head of the School of Computer Studies. However, the post also involves a college-wide role in the development and coordination of computing and information technology.
You should be academically well-qualified in Computing applied to Industrial or Commercial Data processing and should preferably have industrial experience either directly or through active consultancy. Proven relevant experience in Further or Higher Education involving courses at least to BTEC Higher Diploma level is essential.
Application forms and further particulars available from and returnable to Chief Administrative Officer (Tel: Wigan (0942) 494871, Ext. 2901. Closing date: 19th July 1985. Ref. A87. (03559) 220026

Nene College Northampton

Faculty of Maths, Management and Business

LII Management Studies
(Marketing)
(Temporary 1 year appointment from 1 September)

To teach marketing on a variety of courses such as BTEC HND/HNC, Inst. of Marketing Dip/Cert and other professional/management programmes. An ability to offer general management or another specialism is required.

Application forms and further details from Faculty Secretary (MMB), Nene College, Moulton Park, Northampton NN2 7AL. Tel (0604) 715000 (Extn. 284)

(18392)

BORDERS COLLEGE OF FURTHER EDUCATION

SENIOR LECTURER I – COMMUNICATION

£8,688–£11,835

Applicants for the above post will be expected to provide curriculum leadership in the teaching of communications in 16+ modular programmes, short courses, flexi-study and CPVE work. Candidates should have a degree or equivalent qualification – industrial or commercial experience would be an advantage.

Closing date Friday 19th July, 1985.

Application forms and further details are available from the Personnel Department, Regional Headquarters, Newtown St. Boswells. Completed forms should be returned to the Director of Education at Regional Headquarters.

(18407)

REGIONAL COUNCIL **Borders**

MID-KENT COLLEGE OF HIGHER AND FURTHER EDUCATION

SENIOR LECTURER IN SMALL BUSINESS MANAGEMENT

Applicants should have an appropriate business and academic background. Experience could be in accountancy, general management or marketing. The successful candidate will take responsibility for the MSC-sponsored self-employment courses, contribute to course development and marketing and will be based in the College Short-Course Unit.

Salary Scale: £11,175–£13,128 (bar) – £14,061.

Further details and application forms available from the Principal, Mid-Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ tel: 0634 41001, ext. 240 to whom completed applications should be returned by 19th July.

KENT COUNTY COUNCIL

TOTTENHAM COLLEGE OF TECHNOLOGY
High Road, London N15 4RU
Telephone: 01-802 3111
Principal: J.R. Parry Williams, MSc. PhD. CBiol. FRES.

DEPARTMENT OF HEALTH, HAIRDRESSING AND FLORISTRY

Temporary Lecturer Grade I in Beauty Therapy

for one term from 1st September 1985 — 31st December 1985

Salary: On LECTURER GRADE I scale: Within the range £6,948 — £11,550 per annum inclusive of London Weighting. (Starting salary above the minimum may be paid according to qualifications and experience).

Application forms and further details from the Vice Principal (JHS) returnable within 14 days of the advertisement.

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have

Thanet Technical College

Applications are invited for the following full-time appointments:

LECTURER I (one year) in BASIC EDUCATION

to teach Literacy, Numeracy, Social Skills, on courses for students with special needs. A teaching qualification and relevant teaching experience with 16–19 year olds of all ability levels would be an advantage.

LECTURER I IN LADIES' AND MEN'S HAIRDRESSING

Applicants should have C. & G. 760/1 & 2 ladies' and men's; a Beauty Therapy Certificate and a teaching qualification would be an advantage.

Salary Scale: £5,910–£10,512.

Further details and an application form for the above posts may be obtained by sending a S.A.E. to: The Principal, Thanet Technical College, Ramsgate Road, Broadstairs, Kent CT10 1PN. Closing date for completed applications is 19th July.

KENT COUNTY COUNCIL

ACTON Technical College

Required as soon as possible:

SENIOR LECTURER

to lead a team teaching Access courses designed to assist New Commonwealth students. Applicants should be suitably qualified, probably in the area of business and/or social studies, and experienced in both teaching and administration of courses for ethnic minority students. Salary is in the range £12,213–£15,099, including London Weighting.

Write, or telephone 01-993 2344, for further details and application form, (returnable by July 16), to:

The Registrar, Acton Technical College, Mill Hill Road, Acton, London W3 8UX.

(19151)

Metropolitan Borough of Stockport
(An Equal Opportunity Employer)

STOCKPORT COLLEGE OF TECHNOLOGY

Applications are invited from suitably qualified persons for the following teaching posts to commence as soon as possible:

GENERAL EDUCATION DEPARTMENT:
LECTURER GRADE I in PHYSICAL EDUCATION – able also to offer subjects within a College wide programme of GENERAL AND COMMUNICATION STUDIES.

SCIENCE DEPARTMENT:
TEMPORARY LECTURER GRADE I in BIOLOGY. The vacancy arises because a member of staff is taking maternity leave. The post needs to be filled between September 1985 and June 1986 or the earlier return of the permanent member of staff.
The teaching will be mainly in animal physiology, on the GCE 'A' level course, the BTEC Certificate and Diploma in Science courses, the BTEC Higher National Certificate in Applied Biology and the Diploma in Nursing course. Ability to teach pharmacology to the HNC Course would be an advantage.
Salary Scale: Lecturer Grade I £5,910 - £10,512.
Closing date for applications 18th July 1985.
Application forms and further details may be obtained from the Principal, Stockport College of Technology, Wellington Road South, Stockport SK1 3UQ, tel: 061-480 7331, on receipt of a stamped addressed envelope.

(10126)

Surrey Education Committee
GUILDFORD COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey GU1 1EZ
Business Studies Department

Temporary Full-time Lecturer II in Management Studies

(1 year appointment starting 1.9.85 or as soon as possible thereafter and terminating on 1.8.86).

To teach on qualification courses up to final professional level and to join the team on the Kingston Open Learning Action Project.

Salary scale: Lecturer II £7,548–£12,099 plus £264 Fringe Area Allowance. (Salary is currently under review).

Application forms and further details from Principal (SAE requested – quote post ref: BS/MS2).

Closing date: 19th July 1985.

(19155)

MANCHESTER
THE UNIVERSITY OF MANCHESTER
TEMPORARY LECTURER, CENTRE FOR ADVANCED HIGHER EDUCATION
DEPARTMENT OF EDUCATION
Applications are invited for the above post, tenable for a fixed term of two years from September 1st, 1985, during the leave of absence of a member of staff. Candidates should have experience of the British Adult Education system and should be familiar with one or more of the fields of Industrial or Vocational Training, the Management of Education, or Occupational Psychology. Salary £14,895 p.a.
Further particulars and application form (to be returned by July 19th) from the Registrar, The University, Manchester M13 9PL. Ref. 167/85/TES. Quote TES/50. 220026

SHEFFIELD
CITY OF SHEFFIELD
GRANVILLE COLLEGE
DEPARTMENT OF ART AND DESIGN
Required for 1st September 1985, or as soon as possible thereafter: 1) LECTURER GRADE I IN DESIGN. Specialist skills in computer aided design are essential.
2) LECTURER GRADE II IN PHOTOGRAPHY
Salary Scale within the range: Lecturer Grade I £5,910 - £10,512. Lecturer Grade II - £7,548 - £12,099.
Application form and further particulars are obtainable from the Chief Administrative Officer (foolscap SAE), Granville College, Granville Road, Sheffield S2 2RL. Tel: (0742) 760271, Ext. 254. Closing date 19th July.
Sheffield City Council is an equal opportunities employer. (08012) 220026

STAFFORDSHIRE
STOKE-ON-TRENT TECHNICAL COLLEGE
LECTURER GRADE I IN MANUFACTURING TECHNOLOGY
£5,910 - £10,512
Application forms and further particulars are available from the Principal's Secretary, Stoke-on-Trent Technical College, Mooring Place, Burslem, Stoke-on-Trent ST6 3EJ.
Canvassing will disqualify. Trade Union membership.
STAFFORDSHIRE COUNTY COUNCIL. (08408) 220026

SOUTH GLAMORGAN COUNTY COUNCIL
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF)
Faculty of Technology
DEPARTMENT OF PRINTING
Applications are invited for the post of

LECTURER GRADE 1 (Re-advertisement)

In Origination and Small Offset (Reprography) to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in the appropriate areas.

SALARY SCALE: LECTURER GRADE 1: £5910 – £10512 (Under review)

Further particulars and application forms may be obtained from The Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed, Cardiff CF2 6XD.
Telephone Cardiff (0222) 551111, Extension 3362.

Completed application forms should be returned within fourteen days of the publication of this advertisement.

(19119)

ADULT EDUCATION
(continued)

LONDON
BEAUCHAMP LODGE ADULT LITERACY SCHEME
2 Warwick Crescent, London W2 6NE
Tel: 01-286 2183
ADULT LITERACY TUTOR (0.5 Lecturer I Burnham Scale) pro rata) needed to work from September 1st at Beauchamp Lodge, Paddington. Experience of adult literacy work essential. Application welcome from ethnic minority candidates. Applicants must be employed on the date they work at the project. ABC funding to end March 1986.
Further details from: Beauchamp Lodge Adult Literacy Scheme, 2 Warwick Crescent, London W2 6NE. Tel: 01-286 2183. Applications should be returned by 19th July. (08527) 380000

LECTURER

North Bristol Area Adult Education Office, HM Prison, Bristol

Salary: Lecturer Grade I £5,910–£10,512 (under review) (Starting salary depends on qualifications and experience)

Post available from 1st January 1986.

Applicants should be qualified, experienced teachers and should have varied educational experience including basic education, social and life skills and non-vocational education.

HM Prison, Bristol, is a multi-purpose prison with training, remand and young offender wings.

Further details and application form, returnable by 1st September 1985, from the Area Adult Education Officer, North Bristol Area Office, Mulier House, Ashley Down Road, Bristol.

Avon is an equal opportunities employer.

County of Avon in association with Home Office Prison Department. (16372)

Avon COUNTY COUNCIL

NEWMAN and WESTHILL

LECTURER II/SENIOR LECTURER IN MATHEMATICS (2 Posts)

The successful candidates will be expected to contribute to the teaching of the primary B.Ed degree and PGCE courses across both colleges and will have the opportunity to participate in In-Service courses for teachers.

Candidates should have a good Honours degree in Mathematics and at least one appointee is to have recent primary school experience.

One post will be tenable at Newman College and a practising Catholic would be preferred; the other post will be at Westhill, preferably for a person in sympathy with the aims of this Christian foundation.

It is hoped that one of the lecturers appointed will be able to make a contribution to the teaching of Physical Science.

Further information obtainable from the Principal of either college.

Closing date for applications: 31st July, 1985.

Newman College, Genners Lane, Barley Green, BIRMINGHAM B32 3NT.

Westhill College, Weoley Park Road, Selly Oak, BIRMINGHAM. B29 6LL. (19166)

Affiliated Colleges of the University of Birmingham

Teacher

SLOUGH CHILDREN'S CENTRE
£9,030–£12,144 (inc)
A teacher is required at this short-stay unit for 12 boys and girls aged 14+ who are usually referred for a period of residential assessment.
The successful applicant will join the Senior Teacher to provide appropriate education for 47 weeks each year to pupils who experience learning and/or behavioural difficulties. He/she will demonstrate a broad range of skills which will include such areas as remedial teaching, art and craft, and a knowledge of elementary computing. A positive interest in sport, outdoor activities and domestic science would be advantageous to applicants.
A further 15 hours attendance is required each week.
A Consultant Educational Psychologist provides professional support and maintains links with the Department of Education.
Please phone Mr J Macnab, Principal or Mr J Frank, Senior Teacher for an informal discussion on Slough 34364.
Application forms and further details available from Personnel Department, Slough Social Services Department, Highfield, Ledgers Road, Slough. Tel: Slough 31201, Ext. 207.
Closing date 22nd July.
An Equal Opportunity Employer

Royal County of Berkshire

Youth and Community Service

AVON COUNTY
THE METHODIST CHURCH - BRISTOL DISTRICT
BADMINTON ROAD METHODIST YOUTH CLUB
Has a vacancy for a full time
ASSISTANT YOUTH WORKER
(JNC 2 - 4)
Applications are invited for this interesting and challenging position at the Badminton Road Youth Centre in North Bristol. Integral to the work is an Outdoor Pursuits Centre in the Brecon Beacons.
Full details and Application Form from: Thomas Hill (MAYC/SR) MAYC Training Centre, Kelston Park, Bath, Avon BA1 9AE. Tel: Bath (0225) 21406. (12610) 440000

AVON COUNTY
THE WEST SWINDON YOUTH RESOURCE COMMITTEE
Seeks to appoint a COMMUNITY YOUTH WORKER.
The person will work in the Western Development of Swindon with Volunteer Youth Workers in existing Clubs, and will encourage other Volunteers from the community. The person will also undertake detached Youth Work with young people in the area.
The post is funded under the Urban Aid Programme, and the Worker will be responsible to the Committee that is responsible for the Methodist Association of Youth Clubs, Thamesdown Borough Council and the Local Community.
Salary: JNC Scale 3 Points 1 - 5.
Application forms from: Thomas Hill (SR/EC), MAYC Training Centre, Kelston Park, Bath, Avon BA1 9AE. Tel: Bath (0225) 21406. (12610) 440000

BRADFORD
YOUTH AND COMMUNITY WORKER
Required for the new Listerdyke Centre which is situated in the Bradford 3 area. The Centre is a joint purpose built Y & C Centre/Library and will present an exciting range of educational and recreational opportunities with particular emphasis on the needs of Asian young people in the local community. We are looking for a qualified Youth and Community Worker. Teacher or holder of a degree or a Social Science faculty with experience and proven ability. Salary and Conditions of Service are in accordance with the JNC Report for Youth Workers and Community Centre Wardens: Range 3, Points 1 - 5 (£5,087 - £10,209 p.a.) for qualified individuals. Consideration may be given to unqualified applicants with extensive experience for appointment on a Traineeship Scale (£5,325 - £5,994 p.a.). The post is funded until 31st March 1988 in the first instance.
Ref E23585/TES.
Application forms are available from the Directorate Personnel Officer, Directorate of Educational Services, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP.
This council supports the principle that all employees should be encouraged to be members of an appropriate trade union recognised for the purpose of negotiation and consultation.
We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated.
CITY OF BRADFORD METROPOLITAN COUNCIL. (15775) 440000

BUCKINGHAMSHIRE
EDUCATION DEPARTMENT
EQUAL OPPORTUNITY EMPLOYER
YOUTH AND COMMUNITY SERVICE
YOUTH WORKER
ELMHURST AYLESBURY
JNC 3 (1 - 5) £7,866 - £8,844
Applications are invited from suitably qualified and experienced Youth Workers or Teachers for the above youth work post in Aylesbury. The post is based at Elmhurst Youth Centre, Aylesbury and is in partnership with the Church Army. The person appointed will be expected to contribute to general youth work provision using a wide range of youth work skills, but have a particular interest and concern for the needs of older young people. A commitment to participative forms of youth work is essential.
For further details and application form, please send a stamped addressed envelope to The Chief Education Officer (Ref: 1121 Education Department, County Hall, Aylesbury. Telephone enquiries may be made to Janet Watson, Youth Officer, Aylesbury 5000, Ext. 755. Closing date for applications 31st July 1985. (08568) 440000

DERBYSHIRE
COUNTY COUNCIL
DERBY AND SOUTH DERBYSHIRE EDUCATION AREA
YOUTH & COMMUNITY EDUCATION SERVICE
MILL STREET ACTIVITY CENTRE
Derby
ASSISTANT WARDEN
Mill Street Activity Centre is situated in the inner City of Derby and caters for quite a wide cross section of needs. The Authority are looking for someone with a knowledge of centre based and outreach work practice to develop a programme of work with young people.
Salary JNC Range 3 points 1 - 5 £7,866 - £8,844 (Award pending).
Applicants should be qualified in accordance with JNC Conditions of Service for Youth Workers.
Application form and further details obtainable from Youth and Community Section, Area Education Office, 58, St. Mary's Gate, Derby DE1 3NN.
Closing date 15th July 1985.
Derbyshire County Council is an equal opportunity employer. (08410) 440000

LEEDS
CITY COUNCIL
CONTINUING EDUCATION - AREA 5
YOUTH WORKER IN THE CITY CENTRE
Required immediately applications for the post of Youth Worker in the City Centre, from people with relevant experience and qualifications. The worker will be a member of a team working in the City Centre offering information, advice and an activity programme relevant to the needs of those young people who frequent the City Centre.
Salary: JNC 3 Points 1 - 5 (£7,866 - £8,844).
Application forms (for further details from the Director of Education (Ref. PE/CM/86) Department of Education, PE Division, 6th Floor West, Merrion House, 110 Merrion Centre, Leeds LS2 8DT. Closing date: 14 days from the appearance of this advert.
Leeds is an equal opportunity employer. (08153) 440000

HUMBERSIDE
HUMBERSIDE YOUTH ASSOCIATION (N.A.Y.C.)
Required from 1st October 1985 a Youth Work Co-ordinator.
The person should be able to organise the Youth Work including management of staff. Youth Work experience essential. Closing date for application 18th July 1985.
Details from the Executive Officer, Hambersida Youth Association, 40a Toll Gavel, Beverley, North Humberside Tel: 0482 882563. (08149) 440000

LONDON
Inner London Education Authority
PATMORE YOUTH CLUB
YOUTH WORKER
Required to assist Senior Worker, proven experience of working with girls/young women in a multi-cultural environment.
JNC Salary and conditions. Scale 2: £7,395 - £9,141. Unqualified/Trainee: £6,855 - £7,794. Both scales include London allowance.
Assistance may be given towards household removal expenses.
Details and forms (returnable by 19 July 1985) from Lambeth Youth Office, 1 - 3 Brixton Road, SW9. Tel: 582 5656.
This post is considered suitable for job share. Applications for job share will only be considered if submitted on a paired basis.
ILEA is an Equal Opportunities Employer. (08162) 440000

LONDON
Inner London Education Authority
BRIXTON BOYS CLUB
FULL TIME YOUTH WORKER J.N.C. SCALE 2 £7,395 - £9,141
A qualified and experienced Assistant Youth Worker (male or female) is required to join an established team of three full time workers within a large, lively multi-activity boys club. Experience of working within a multi-racial youth setting would be an advantage. A person skilled in outdoor pursuits would be preferred.
For an informal visit contact Club Leader, Ian Smith on 01-585 4856.
Further details and application form from Hammersmith and Fulham Youth Service, 91-115 Glenthorne Road, W6. Closing date 19th July. (08150) 440000

OXFORDSHIRE
BANBURY
Appointment of a detached Youth Worker
Salary Scale JNC III Points 4 - 5 £6,595 - £6,651
Required as soon as possible, a detached Youth Worker in Banbury to work within an urban setting.
Further information and application forms from: Mr. A.A. Simpson, Area Community Education Office, 11 West Bar, Banbury, Oxon. OX16 9SE to whom completed applications should be returned within two weeks of this advertisement. Late applications (08881) 440000

SHROPSHIRE
COUNTY COUNCIL
YOUNG SINGLE PEOPLE IN CRISIS PROJECT
SOCIAL WORKER/YOUTH WORKER
Social Worker (SW2 grade) - £7,524 to £8,262 or £8,132 to £9,114 (Qualified) or Youth Worker (JMCS : 3-6) - £8,103 - £9,087.
READVERTISEMENT. PREVIOUS APPLICANTS NEED NOT RE-APPLY
Applications invited for this urban funded post (5 years) from persons possessing an appropriate social work or youth work qualification. The post has arisen through the initiatives of the County Council, Wrekin District Council and Telford Christian Council to assist those adequate young single people in need of help when moving from first into independant home. The successful applicant, who will be required to work unsocial hours, which will include part-weekend duties, will be expected to explore and implement different ways of meeting the needs of single young people.
Further information and application form from the Director of Social Services, Shirehall, Abbey Foregate, Shrewsbury (Tel: 0743 2294771. Closing date 23rd July, 1985. (08187) 440000

SOUTH TYNESIDE
BOROUGH OF SOUTH TYNESIDE
EDUCATION DEPARTMENT
YOUTH & COMMUNITY SERVICE
PART-TIME COMMUNITY CENTRE WARDEN
PRIMROSE COMMUNITY CENTRE
Jarrow
Applications are invited for the above post.
To be responsible for the overall administration, organisation and supervision of community and adult activities based at this Centre.
Salary will be in accordance with J.N.C. salary scale 3, Points 3-5 (£7,866 - £8,844 per annum). Candidates must be qualified in accordance with the conditions laid down by the J.N.C. for full-time Youth Leaders and Community Centre Wardens.
Application forms, giving full details may be obtained from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields (Tel: South Shields 454868) and should be returned by not later than NOON on 19th July 1985. (08110) 440000

A vacancy exists for a

TEAM LEADER

to work with the

LONDON DISTRICTS REGION YOUTH OFFICER TEAM

in the Methodist Church in London and the Home Counties.

We are looking for a creative person with Christian commitment and proven leadership and administrative ability. Training in youth work or work with children, and experience in work with adults are essential.

Salary: Soulbury Scale for Youth and Community Service Officers, Main Range, Points 4 to 8.

Details: Mr David M. Dalziel, M.D.E.Y., 2 Chester House, Pages Lane, Muswell Hill, London N10 1PR.

Closing date: 15th July 1985. Interviews 30th July 1985. (18357)

BOLTON METROPOLITAN BOROUGH

DETACHED YOUTH AND COMMUNITY WORKER
(ETHNIC MINORITIES)

2 POSTS JNC Range 3pts. 1–5 £7,866/£8,844 per annum

Applications are invited from suitably qualified and experienced people for the post of Detached Youth and Community Worker (Ethnic Minorities). The successful candidates will work in areas of the Borough which have large Asian communities and should therefore be conversant with all aspects of racial disadvantage. Applicants should also have strong organising ability, the expertise to be involved in the community and should be able to identify needs and devise strategies to encourage self help and greater awareness of resources available. *Previous applicants will remain under consideration and need not re-apply.*

Application forms and further details are available from the Personnel Officer, Town Hall, Bolton BL1 1RU (Tel: 22311, Extns. 587 and 6105) to be returned by 15th July. Trade Union Membership is a condition of service.

An Equal Opportunity Employer (18370)

DERBYSHIRE YOUTH AND COMMUNITY SERVICE

Youth and Community Worker

A full-time Youth and Community Worker is required to work in the south of the N. E. District of Derbyshire, based at Clay Cross Youth Club. The worker will initiate and develop provision for unemployed young people and, in line with the County's policy, introduce work which addresses such issues as racism, sexism and political education. The worker will pay particular attention to the needs of the small rural communities in the south of the District.
Salary: JNC Range III Points 1-5 (currently £7,866-£8,844).
For informal discussion about this post, please contact: Marion Monaghan. D.Y.C.E.O. on Chesterfield 204851 or Gordon Savage, Team Leader on Chesterfield 33591.
Further details and application forms are available from: Area Education Office, Youth and Community Service, Newbold Road, Chesterfield. (Tel: Chesterfield 204851). Closing date for applications: 20 July 1985.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

DERBYSHIRE County Council

YOUTH WORKER (Full-Time)

Salary: JNC 3 (1-5) £7866 – £8844 **Ref no: CML/1436/CO**

Experienced Youth Worker required from 1st September 1985 to be seconded to St Andrew's Methodist Youth Centre, Elm Park, Filton, Bristol.

For informal discussion telephone Rev Geoff Lear, on Bristol 692036.

Further details and application form, returnable immediately, from Director of Personnel (Tel. Bristol 298566 – Answone on this number after office hours), P.O. Box 270, Avon House, The Haymarket, Bristol, BS99 7HE.

Avon is an equal opportunities employer.

Please quote reference number.

Community Leisure Department (19130)

Avon COUNTY COUNCIL

YOUTH & COMMUNITY
(continued)

TRAFFORD
BOROUGH COUNCIL
Employees of Greater Manchester Council and the London Council and other Metropolitan County Councils with youth work experience will be welcome.
Education Department.
FULL TIME TRAINEE YOUTH WORKER
Required for September 1985 for up to two years maximum). J.N.C. Scale for unqualified Youth Workers (salary £5,325 - £5,994 p.a.).
This post offers opportunities for experience and preliminary training in full time Youth Work.
For further details Tel: 061-573 9253, Ext. 3169. Closing date 16th July 1985. (03970) 440000

SHROPSHIRE COUNTY COUNCIL
YOUTH SERVICE

Senior Youth Worker

Vacancy for experienced person to develop work on 3 fronts in Wellington area.

1. Advice and support to Voluntary Groups.
2. Development of new opportunities.
3. Direct work with young people.

Person appointed will work in a District Team covering North Wrekin District of Shropshire.

INSTEP approved Staff Development Policy.

Salary: Soulbury Main Scale pts. 1-5 £10,455 - £11,748

Further details, job description and application form from County Education Officer, Shirehall, Shrewsbury, Shropshire, Telephone 0743 222515. (18335)

Somerset County Council

SOMERSET EDUCATION AND CULTURAL SERVICES COMMITTEE
FROME AND DISTRICT YOUTH CENTRE

YOUTH LEADER

required as soon as possible.
The successful applicant will be responsible for a wide range of activities at this busy centre. As part of Somerset's Community Education Service the centre caters for young people, community groups and adult users, and the busy weekly programme reflects this wide community usage.
Applicants for this post, funded initially until 31st March 1987, should be qualified under the terms of the JNC Report for youth workers and community centre wardens, and have previous youth work experience. It is possible that this post may be funded for a longer period or even become permanent.
Salary scale:– JNC 3 (1-5) £7,866–£8,844 p.a. Starting salary subject to age and experience.
Application form and further details from the Chief Education Officer, Staffing (NT) Section, Education Department, County Hall, Taunton TA1 4DY. (SAE please).
Closing date: 19th July 1985. (18387)

ETHNIC MINORITIES/COMMUNITY CAREERS PROJECT

This project has recently completed its pilot phase, and is now to be expanded under Section 11 of the Local Government Act 1966. Its aim is to work with minority ethnic groups in Sheffield on issues relating to equal opportunities in education, training and employment. Some of the issues identified as needing urgent attention include: the development of multi-racial careers education programmes; work with women from minority groups; work with local employers; and work within the careers service itself to develop a more multi-racial and anti-racist service.

OUTREACH WORKER

Sc4/5/6 £6555–£7329/£7524–£8262/ £8532–£9114 (according to age and experience)

Required to develop and maintain contacts with the young unemployed from minority groups who are not in regular contact with the Careers Service, and to improve the flow of information on jobs and courses into and out of the Project. Should have the ability to relate to young people in informal settings and must be prepared to work irregular hours. Formal qualifications are not as important as commitment to this area of work. Must be committed to the eradication of racial disadvantage and must have a thorough knowledge of Afro-Caribbean and/or Asian Communities. Applications from women and men from minority ethnic groups will be especially welcomed. For further information if required telephone Zahid Hamid or Janet Angel on 735494.

Applicants who have previously applied for the Community Worker-Career Adviser post for this project would automatically be considered against this vacancy.

APPLICATION FORMS AND FURTHER DETAILS AVAILABLE FROM THE CHIEF EDUCATION OFFICER (REF STP/FL/H), LEOPOLD STREET, SHEFFIELD S1 1RJ.

CLOSING DATE 19TH JULY.

City of Sheffield

An Equal Opportunity Employer

WEST GLAMORGAN
COUNTY COUNCIL
FULL TIME YOUTH WORKER (QUALIFIED)
Ref: IDP/ATT/231 (R)
GORSEINON COUNTY YOUTH CENTRE
Amanford, Amanford Road, Gorseinon, Swansea
Applications are invited from Youth Workers qualified in accordance with the report of the J.N.C. on Youth Workers and Community Centre Wardens. A car allowance option is available with the application form.
Salary: £7,855 - £8,844 per annum Grade J. N. C. Range 3 (1–5).
For application forms write to The County Clerk, Central Personnel Unit, County Hall, Swansea SA1 4PE, enclosing a voluntary aided addressed envelope (foolscap size) (one). Closing date for the receipt of completed application forms Friday, 19th July 1985.
Any form of canvassing will disqualify. (03900) 440000

WARWICKSHIRE
COUNTY COUNCIL
FRIARY YOUTH CENTRE
Nuneaton
Applications are invited from qualified and experienced Youth and Community SENIOR YOUTH WORKER.
Friary Youth Centre, Nuneaton. Salary JNC Range 3, Points 3 - 7 £8,349 - £9,330 p.a. The post holder will be responsible for the development of the work of the Centre and undertake some work in support of other youth groups in the area.
Application form and further details are available from the Northern Area Education Office, Blackburn House, Bond Gate, Nuneaton CV11 4DD. S.a.e. please. Closing date 15th July 1985. (15786) 440000

Overseas Appointments

BAHAMAS
ST PAUL'S METHODIST COLLEGE
Freeport, Grand Bahamas, Bahamas
Required for September 1985, qualified teachers of Physics with P.E. for High School. Interested persons contact vice-principal, H. Goodhands. Phone Stowmarket 615450. (08512) 460000

BELGIUM
THE BRITISH SCHOOL OF BRUSSELS
Requires for September a teacher of Music. A well qualified and experienced graduate is required for teaching across the ability range and through out the secondary age range to University entrance.
Apply with full curriculum vitae to the Headmaster, The British School of Brussels, Terlanenlaan 19, 1980 Tervuren, Belgium. (08177) 460000

ICELAND
A flourishing music school in Northwestern Iceland requires the following teachers September 1985:
BRASS TEACHER to teach all brass instruments and conduct a brass band of young student musicians.
VIOLIN TEACHER to teach string instruments.
For further information please write to Tonlistarskolinn Music School, c/o Skuli Marteinsson, Director, Tungata 1, 400 Isafjordur, Iceland. (08648) 460000

LONDON BOROUGH OF REDBRIDGE

FAIRLOP YOUTH CENTRE
Fairlop High School (Upper)
Forest Road
Hainault
Ilford Essex

APPOINTMENT OF FULL-TIME WARDEN

Applications are invited for the above post which will be available as from 1st September 1985
Applicants should possess either a Diploma/Certificate in Youth and Community Work or be qualified teachers with substantial experience of youth work.
The person appointed will be responsible for the organisation of activities for young people within the 11–20 year age range and lead a team of qualified and experienced staff.
The salary applicable to the post will be in accordance with the Burnham Further Education Report at Lecturer I (£5910–£10512) but a salary of up to Lecturer II (£7548–£12099), including London Weighting £678 in both cases could be offered to a suitably qualified and experienced candidate.
Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcome.
Further details and application form are available from the Director of Educational Services, Education Office, London Borough of Redbridge, 255/259 High Road, Ilford, Essex. IG1 1NN. Tel. 01-478 3020 Ext. 385. (19104)

EDUCATION DEPARTMENT
YOUTH AND COMMUNITY SERVICE

Community Liaison Worker

Leyton Youth Centre, Leyton, E10

A recognised professional qualification in Youth and Community Work and 3 years post qualification experience are essential requirements.
Salary JNC 4 (1–5): £9,087–£10,209 plus £678 London Weighting. Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.
Please quote ref. G6934.
For further details and an application form, write to the Senior Education Officer for Community and Further Education, Greylaw House, 394 High Road, London E10 6QE (telephone enquiries: 01-527 5544 extn. 5156). Closing date for receipt of applications: 19th July 1985. (19137)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

SHROPSHIRE COUNTY COUNCIL

YOUTH SERVICE

Vacancy for youth worker to develop work with unemployed young people at Shrewsbury Youth Centre.

Person appointed will work in a District Team covering Shrewsbury.

This post is for a 9 month period due to a secondment for further study, available from 1st October, 1985.

INSTEP approved Staff Development Policy. Salary J.N.C. Range 3, Pts. 2-6 £8,103 to £9,087 + £363 for approved additional qualifications.

Further details, job description and application form from County Education Officer, Shirehall, Shrewsbury, Shropshire. Telephone 0743 222515. (18332)

BELGIUM
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Requires for September a teacher of Music. A well qualified and experienced graduate is required for teaching across the ability range and through out the secondary age range to University entrance.
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VIOLIN TEACHER to teach string instruments.
For further information please write to Tonlistarskolinn Music School, c/o Skuli Marteinsson, Director, Tungata 1, 400 Isafjordur, Iceland. (08648) 460000

Al-Najah School
Muscat Oman

This prestigious independent school seeks the following staff:

Mathematics
3 posts, primary and/or secondary levels.

English
2 posts, primary and/or secondary levels.

Science
1 post, junior and middle, preferably female.

Music
1 post, teaching both junior and secondary.

Candidates
Male or female Graduates, single status, available September 1985.

Terms
Salary £13,350 approx., tax free plus car allowance, free accommodation, water, electricity and medical. Two months home leave. One year contract renewable.

Interviews
London, early July 1985.

Please telephone Mr F. J. Smith, Gabbitas-Thring Services, 6–8 Sackville Street, London W1X 2BR. Tel: 01-734 0161. (19167)

Gabbitas-Thring

The INTERNATIONAL BACCALAUREATE SCHOOL
Amman, Jordan.
مدرسة البكالوريا الدولية

Applications are invited for the following posts;

HEAD OF COMPUTER STUDIES: This is a new post with the wide and interesting brief of introducing computer studies, computer resources and computer-assisted learning throughout the School.

PRIMARY TEACHER. The applicant will be working with children aged 9–10. Teaching at this level is bilingual and so TEFL experience would be an advantage.

The contracts are for two years, thereafter annually renewable. The salaries equate approximately to Burham plus 30% and there is a terminal gratuity. Free furnished accommodation is provided together with the usual overseas benefits.

Interviews will be in Birmingham on 15 July. To apply please telephone in first instance Elizabeth Nixon at 01-948 4714. Written applications should include a full c.v., the names and addresses of 2 referees, 2 testimonials (if possible), copies of certificates and a recent passport size photo and be sent to Elizabeth Nixon, The International Baccalaureate School, U.K. Office, 36 Montague Road, Richmond, Surrey TW10 6QJ. (19103)

Teachers
A married couple for the Middle East

Here is an interesting and unique opportunity for a young couple to gain experience in an overseas environment.

You will be required to teach the children of British expatriate families employed by a major European Contractor in Riyadh, the Royal Capital of Saudi Arabia.

Two plus years' primary school experience necessary, and you must be available to take up the posts by mid-August.

Excellent free accommodation and recreational facilities are offered, together with generous tax free salaries, free medical/accident insurance coverage etc.

Please send full details quoting Ref 64D/TES.

Webb Whitley Associates Limited, International Recruitment Consultants, 45 High Street, Kensington, London W8 5ED. Tel: 01 937 6588.

Webb Whitley Associates Limited

OVERSEAS POSTS
continued

ITALY

RESIDENT DEAN
Florence, Italy

The American Institute for Foreign Study requires a Resident Dean to supervise 75 American students in Florence. Fluent Italian and an interest in art history essential. Administrative experience, Knowledge of work with American universities an advantage. Must be available no later than September 15th, 1985. Salary $18,000 plus pension scheme and medical benefits.

Apply in writing to Karen Bentley, AIFS, 37 Queens Gate, London SW7 5HR. (12679) 460000

ITALY

Teachers of English needed (T.E.F.L.). Experience preferable starting 1st October 1985.

For details write enclosing particulars, a clear photo, and tel.no. to: The English Institute, Corso Cirano 82 Siracusa, Italy. (12617) 460000

JAPAN

TEACH ENGLISH IN JAPAN

A language school in Hiroshima requires a teacher to start in the Summer or Autumn. The position is suitable for a qualified teacher who wants training in a friendly and professional school. The pay and conditions are good, the students are very nice and keen to learn English, and Hiroshima is a pleasant and interesting city.

Personal history and photo must be included with applications. O.E.H. 128, I-chome, Otemachi, Hiroshima 730, Japan. (08158) 460000

SPAIN

BARCELONA

Required September: teacher of Biology to A Level and Chemistry to O level.

Apply with photograph to: Anglo American School, Apartado 172, Castelldefels, Barcelona, Spain. (08576) 460000

TURKEY

T.E.D. KAYSERI COLLEGE
Kayseri, Turkey

2 teachers required to teach English in the primary school. Contracts for 3 years. Salary good. Free accommodation. Flight paid both ways.

Please send written applications plus C.V.s. to: Allistair Green, 30 Carr Avenue, Sherburn-in-Elmet, Leeds LS25 6ED. (03547) 460000

TURKEY

English teachers needed for Turkish Private Language Teaching Centre in BURSA for academic year 1985/1986.

Applications with photocopies of the Diplomas and TEFL Certificates and c.v. to DILMER, Osmanyazi Caddesi, Yilmaz-Ozsoyuz Ishani, Bursa, Turkey. (08601) 460000

SPAIN

IBIZA
E.F.L. Ibiza, Spain

Teachers with Primary and Secondary experience to teach English in Private Language School.

Apply to Mrs R. Taylor, 72 Wickham Lane, Kettering. Tel: 0536 513646. (15552) 460000

SPAIN

Graduate EFL teachers with good Spanish required. October 1985 to May 1986.

Full CV and recent photo to: The Principal, C.I.C. Ruanueva 28, 27004 LUGO, Spain. (15554) 460000

SPAIN

Graduate EFL teachers with good Spanish required. September 1985 to June 1986.

Full CV and recent photo to: The Director, C.I.C. Ruanueva 28, 27004 LUGO, Spain. (05564) 460000

SPAIN

EFL TEACHERS

Required September to June. Some Spanish essential. Some experience required. Interviews in U.K. mid July and mid August.

C.V. and photo to Lawton School, Cura Sanna, 7 Gijon - Spain. Tel: 853-8609. (08151) 460000

UNITED ARAB EMIRATES

INTERNATIONAL SCHOOL OF CHRISTIAN HOPE
Sharjah

A No. of experienced Science Teachers required for September, 1985.

1. General Science with Chemistry to 'O' level.

2. Senior Physics to 'A' level and Internation Baccalaureate.

No. on Roll: 1050. Age range 3 - 18 years.

Renewable one year contracts, annual flight to London. Free Air-conditioned accommodation. No taxes.

Tel: 0932 40446 for further details. (08375) 460000

VALENCIA

English School in Valencia requires certificated experienced Primary Teacher for 5 year olds.

CV's to Mrs. Hamilton, 69 Hesoltine House, Warley Mount, Brentwood CM14 5EJ. (05596) 460000

WEST GERMANY

THE FRANKFURT INTERNATIONAL SCHOOL
Has the following vacancies for August:

Secondary school Mathematics (ages 12 - 18).

Middle school English (Ages 11 - 13).

The Frankfurt International School is a kindergarten - grade 13 school (ages 5 - 18) of 1,086 students of 45 different nationalities, serving the international community of Frankfurt/Main. The faculty are British and American, and the curriculum blends American and British influences.

Applicants should write, including a telephone number where they are available on Monday, July 15th, to arrange an interview, and enclosing a detailed curriculum vitae and the names and telephone numbers of referees, to: The Headmaster, The Frankfurt International School, Schloss - Strasse 29, An Der Waldlust 15 - 17, 6370 Oberursel 1., Federal Republic of Germany.

Only candidates available for interview in July in the U.K. or West Germany should respond. (08208) 460000

COLOMBIA

THE BRITISH AMERICAN SCHOOL
Barranquilla, Colombia

(380 pupils on roll)

Requires for September 1985 the following suitably qualified teachers.

3 Infants Teachers with special interest in the development of reading and writing and experience with the break through to literacy scheme.

2 Primary Teachers to teach English, Science and Maths on a class basis. Familiarity with Fletcher is desirable.

1 Science Teacher for 11 - 16 year olds.

2 E.F.L. Teachers to run an intensive English programme throughout primary school. Good qualifications and experience vital.

All the above eight posts are for one year renewable contracts, renewal bonuses available.

Apply in writing with Curriculum Vitae, a contact 'phone number, and photograph and names, addresses and telephone numbers of two referees to:- Mr. I.C. Turner, 15A, Belmore Lane, Lymington, Hants SO4 9NL. Interviews by the Headmaster in London in July. (09557) 460000

GREECE

Qualified English Language Teachers wanted to work in language schools in Greece. 10 Year Old New Horizons Educational Advisory Interview Centre, 9 Vas Constantinou Str. 11635, Athens. 460000 (08161)

MADRID

KINGS COLLEGE

Required for September

SENIOR DEPARTMENT
(450 pupils, 30 staff).
Qualified graduate for economics to 'O' and 'A' level with some lower school English.

King's College is an independent day and boarding school with 850 pupils from 3-18 years. The school is housed in modern purpose built premises in 8 acres of ground.

Applications with full curriculum vitae, addresses and telephone numbers of two referees (including present or most recent employer) and a photograph should be sent to Mr Peter Stokes, 7 Victoria Avenue, Porthcall, Mid-Glamorgan, as soon as possible. Interviews will be held in London. (08145) 460000

SAUDI ARABIA

NURSERY NURSE/TEACHER

We have been retained by one of the UK's largest construction companies to recruit a NURSERY NURSE for August 1985 for their prestigious hospital complex near Jeddah, Saudi Arabia. Interested British trained personnel should be NNEB and RGN (or equivalent) qualifications, and at least five years practical experience in the State or Private sector. The housing, creche caters for employees children aged 6 months to 6 years. The job will entail all aspects of child welfare, basic education with an emphasis on group play, and the successful candidate will contribute in general to the work of a well established team. A tax-free salary will be paid, plus additional benefits which will include: free accommodation; 49 days paid leave each year; UK return fres air flights per year. Final interviews in London towards the end of July.

Send a CV immediately, or telephone the consultants appointed to handle this assignment: CCL EDUCATION CONSULTANTS, 3 Temple Row West, Birmingham B2 5NY, England. UK Tel: 021-632 5233 between 10am-4pm, Monday-Friday. 460000

KENYA

HILLCREST SECONDARY SCHOOL
Box 24819, Nairobi

Requires two teachers french to 'A' level in January 1986 and Chemistry to 'A' level in January 1986. Interest in rock climbing, sailing, safari work or another strong extra curricular interest desirable. Two years contract air fares, Medical Insurance etc paid. Interviews in early September.

Send full c.v., names of two referees and contact telephone number to Steve Ltd, Lenarth Road, Oxford. Details of the posts send on request. (08143) 460000

NETHERLANDS

MATHEMATICS TEACHER TO IB STANDARD
GYMNASIUM 'A' LEVEL)
Required by International School of Bevoegdwerd (15S) Boxtel, 18 - 19 years), start September 1st. Interviews in London late July.

Please write for further details and application form to: Stichting C.I.C. Bevoegdwerd, Boxtel, Netherlands. (05564) 460000

NEWINGTON COLLEGE
Sydney, Australia

is seeking to appoint an

Associate Chaplain

to take up duties from the beginning of 1986 or as soon as possible thereafter

The College, founded in Methodism and now owned by the Uniting Church of Australia (Methodists, Presbyterians, Congregationalists), has an enrolment of 1500 dayboys from kindergarten to matriculation. The school community is pluralist, in terms of both faith and national origin, and the ministry of the Chaplain and Associate Chaplain is an ecumenical one. Applications are invited from ordained Protestant ministers. An attractive salary is offered, together with residence and fully maintained car.

Further details are available from the Headmaster (Newington College, Stanmore 2048, Australia), to whom applications should be addressed. (18382)

NEW YORK U.S.A.
THE ANGLO-AMERICAN SCHOOL
and
THE SCHOOL OF RIVERSIDE SHAKESPEARE COMPANY

Invite applications for a new position as

TEACHER/DIRECTOR

Teaching English to "O" Level and the I.B. at the Anglo-American School,

Directing the evening classes programme at Riverside Shakespeare.

Applicants must have a teaching qualification and a minimum of three years teaching experience in English literature and language, and they must be qualified and experienced in Theatre arts (preferably at Repertory level.)

Applications from married candidates, whose spouses are qualified primary teachers, are particularly welcome.

Please send a c.v. (airmail) to:

Paul Beresford-Hill, Head Master,
The Anglo-American School,
18 West 89th Street,
NEW YORK. NY 10024. U.S.A.

Interviews in Oxford August 13th and 14th. (18111)

PORTUGAL

ALGARVE INTERNATIONAL SCHOOL

Applications are invited from qualified teachers for the following posts, commencing in September 1985, or as soon as possible thereafter.

TEACHER OF MUSIC. Initially, the time table will consist of approximately one third music in the Junior part of the school and the time table will consist of approximately one third music and two thirds as Class teacher to 9 and 10 year olds. However, this readily developing school requires a talented musician who can, by next year, be responsible for developing music throughout the International Section.

This school is founded twelve years ago and consists of a Kindergarten, a Portuguese and an International Section. The total school roll is about 560 of which 230 pupils are in the International School. The post is on a two year contract basis, renewable by mutual agreement. Interviews will be in U.K. in late August.

Full information and application forms from Mr. J.C. Beats, B.A. Headmaster, Escola Internacional do Algarve, Porches, Lagoa 8400, Algarve, Portugal. (08146) 460000

ALEXANDRIA
EGYPT

HEAD OF DEPARTMENT

The Alexandria School's Trust, a UK based charity, seeks to recruit a Senior Teacher of English to be joint Head of Department at Victory College, Alexandria, to work with an Egyptian Senior Teacher. The school is large and semi-autonomous for children aged 4-18 and works to an academic syllabus equivalent to GCE 'O' and 'A' Levels. The English department includes two experienced teachers and five junior teachers who are British graduates recruited by the Trust in addition to a large staff of qualified Egyptian teachers.

The person appointed will have an appropriate teaching load as well as the administration of the department. He/she may when fully acclimatised, possibly in the second year, take on increased responsibility by assuming the duties of Supervisor and In-service Teacher Trainer of British and Egyptian staff. He/she should have at least 5 years overseas experience preferably in the Arab world, a TEFL or TESL qualification preferably with a Masters Degree or equivalent and some teacher training experience. Salary by negotiation according to age and experience in addition to a local salary paid by the school.

The Alexandria School's Trust has requested that recruitment be undertaken by the World-Wide Education Service from whom further details and an application form may be obtained at the following address: World-Wide Education Service, Strode House, 44-50 Osnaburgh St., London NW1 3NN. Tel: 01-387-9228. (18893)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

EDUCATION DEPARTMENT INSPECTORATE

General Inspector

Education for a multi-cultural society

Soulbury Main Range £16,824 – £18,141
(equivalent to Burnham Head Teacher Group 10)

Following the promotion of the present occupant, Mr. M. Naguib, to a post of Assistant Director of Education with Derbyshire, an opportunity has arisen to join a team of four Multi-Cultural Inspectors.

Birmingham L.E.A. is committed to the promotion of racial equality and justice through the establishment of a strong multi-cultural perspective in all the City's Schools and Colleges.

The post holder will have special responsibility for all matters relating to the education of British Asian Children and a knowledge of minority ethnic needs and a strong commitment to anti-racist education is essential. Fluency in one of the major South Asian languages is desirable.

Candidates may obtain application forms (returnable by Friday 19th July 1985) and further details from:-

The Chief Education Officer,
Personnel Branch, Education Office,
Margaret Street, Birmingham B3 3BU.
Telephone: 021-235 2601 or 021-235 2587.

Applications from employees of the GLC or MCC's with relevant experience will be welcomed
An equal opportunities employer

BIRMINGHAM CITY COUNCIL

Administration
Local Education Authority

BUCKINGHAMSHIRE COUNTY COUNCIL
Equal Opportunity Employer

(RE-ADVERTISEMENT)

SPECIALIST CAREERS OFFICER FOR THE UNEMPLOYED - CO-ORDINATOR

Salary S.O.1. (£9,477 - £10,107)

Required to co-ordinate on a county basis the Careers Service's work with the unemployed and those on government schemes and to undertake specialist work with the unemployed in the Beaconsfield-Chiltern area. The post is based at County Hall, Aylesbury. Essential car user allowance. Removal allowance payable in approved cases.

Applicants should be qualified careers officers with previous experience in the Careers Service, preferably in specialist work with the unemployed.

Further particulars and application forms may be obtained from the Chief Education Officer, County Hall, Aylesbury, Buckinghamshire HP20 1UZ.

Completed applications should be returned within 14 days of this advertisement. (03068) 460000

EAST SUSSEX

CAREERS SERVICE

TEAM LEADER

Eastbourne

£9,477 - £10,107

Applications are sought from qualified Careers Officers with suitable experience for a management post in this newly-structured, developing Careers Service.

Application forms from the County Education Officer, (TE) PO Box 4, Lewes, East Sussex. (SAE please). Closing date July 31st. (15775) 460000

Assistant Divisional Education Officer
East Herts Division

(Salary PO D/E £10,716–£12,243 plus £192 Fringe Allowance)

The post is suitable for teachers seeking entry into educational administration. Candidates should have a good honours degree and have successful experience of teaching at a senior level. Administrative experience at school or local authority level will be an advantage. Previous post-holders have moved to more senior posts in administration.

Further details and application forms from The Divisional Education Officer, (Ref. JPW), Scott House, Hegadell Road, Hertford SG13 8BQ. Closing date 19th July 1985. (18147)

Hertfordshire County Council
An Equal Opportunity Employer

Posts Overseas

Spain

The British Institute, Bilbao
Teacher of EFL
This new institute, which has been set up in collaboration with the University of the Basque Country, has just opened.

Duties: to teach classes of up to 20 students at all levels for up to 25 hours per week and to assist with the running of the Institute, including registration, testing and examining and ELT resource centre management.
Qualifications: a degree or teaching qualification, RSA Dip. TEFL or PGCE TEFL or equivalent and five years' teaching experience of which at least two should have been overseas. Anyone without these ESSENTIAL qualifications need not apply. Teacher training experience and a knowledge of Spanish would be advantageous.
Single candidates preferred.
Salary: £6,000-£8,000 per annum.
Benefits: local allowance (currently £1,000 per annum), superannuation compensation addition (currently £500 per annum), passage-paid leave every two years, baggage allowance (£450), contribution to medical insurance scheme, 45 working days' leave.
Contract: a two-year contract with the British Council renewable by mutual agreement, commencing 1 September 1985.
Reference: 85 D 001

Yugoslavia

Five Lectors in English
Post 1: University of Ljubljana
85 B 49
Post 2: University of Ljubljana (ESP) 85 B 50
Post 3: University of Novi Sad
85 B 51
Post 4: University of Pristina
85 B 52
Post 5: University of Zagreb
85 B 53

Duties: teaching English Language at Intermediate and Advanced levels to undergraduates. Post 2 is teaching ESP in the Department of Chemical Education and Informatics; this post involves administration of the UNESCO-JCCD programme.
Qualifications: degree, and PGCE and/or RSA certificate/diploma in TEFL plus minimum of two years' TEFL experience. Single candidates preferred.
Salary: local salary in range 35,000-61,000 dinars per month (£1=36,350 dinars) plus sterling subsidy £2,918 per annum.
Benefits: airfares, baggage allowance and superannuation contribution.
Contracts: one year renewable local contract commencing October 1985, guaranteed by the British Council.
Closing Date for Applications: 15 July 1985.
Reference: 85 B 49-53T

Oman

Three English Language Lecturers
Oman Technical Industrial College (OTIC)

Duties: to teach English Language and study skills to Omani students of technical and commercial subjects; to help write and revise teaching materials as part of the team of English Language staff.
Qualifications: candidates should be male, preferably aged 30-56, native speakers of English, with British qualifications or equivalent. They should have: first degrees plus nine years' appropriate post-degree experience, or Masters degree plus six years' appropriate post-degree experience, or PhD plus three years' appropriate post-degree experience, together with some ESP experience and a recognised qualification in TEFL/TESL. Experience of materials preparation would be an advantage. Candidates must be free to take up posts by early September.
Salary: RO 805 per month tax free (£1=0.44 RO approximately).
Benefits: free furnished accommodation; electricity and water allowances; car allowance; baggage allowance; annual passage-paid leave for appointee, spouse and up to three children under 21; free medical treatment.
Contract: one-year local contract, renewable by mutual agreement, guaranteed by the British Council.
Closing date for Applications: 19 July 1985
Reference: 85A 31-33T

Key English Language Teaching Scheme

The KELT scheme is part of Britain's Aid programme to developing countries:

Egypt

Post 1: Consultant (Universities) Centre for Developing English Language Teaching (CDELT), Ain Shams University, Cairo

Duties: as part of a team of seven KELT officers to implement the curriculum development project (CDP) aimed at renewal and development of the curriculum for the BEd degree for specialist English teachers graduating from Egyptian Faculties of Education. This will entail maintaining collaborative links with Faculties of Education in the Suez Canal and Sinai areas and, with the support of colleagues, to advise on course and materials development, staff development, tests and examinations, educational technology etc. Within the CDP team the postholder will have principal responsibility for country-wide advice on curriculum development in the areas of Grammar and Spoken English.
Salary: £11,563-£16,158 per annum free of UK income tax.
Overseas Allowances: Nil to £1,849 depending on salary level and marital status.
Reference: 85 K 19T

Post 2: Consultant (Evaluation and Testing) Centre for Developing English Language Teaching (CDELT) Ain Shams University, Cairo

Duties: as part of the above team to engage in the Evaluation and Testing Project (ETP) aimed at assessing the need for revision and adjustment in the examinations for English Language at the secondary stage, and for English Teacher Education at the tertiary stage. Within the ETP programme the post-holder will have principal responsibility for detailed project design and scheduling and to co-ordinate the efforts of other consultants associated with the project.
Salary: £11,563-£16,158 per annum free of UK income tax.
Overseas Allowances: Nil to £1,849 depending on salary level and marital status.
Reference: 85 K 20T

Post 3: Consultant (In-service Teacher Training) Centre for Developing English Language Teaching (CDELT) Ain Shams University, Cairo

Duties: as part of the above team to engage in the in-service English Teacher Training (INSETT) programme aimed at upgrading the professional standards and teaching abilities of the non-specialist English teacher, and at assessing the INSETT requirements of the specialist English teacher and of the secondary cycle generally. Within the INSETT programme, to co-ordinate the work of other consultants in respect of implementation of CDELT-produced modular teacher training materials through familiarisation and instructor training sessions in the use of the modules.
Salary: £10,153-£12,438 per annum free of UK income tax.
Overseas Allowances: Nil to £2,244 depending on salary level and marital status.
Reference: 85 K 21T.

Special Qualifications: Applicants for each of the posts in Egypt must possess a first degree, a Master's degree in TEFL or Applied Linguistics, and at least 10 years' experience in TEFL or English Teacher Training, of which a substantial proportion should have been gained overseas, preferably in developing countries. Middle East experience would be an advantage.
Closing Date for Applications: 12 July 1985.

Turkey

English Language Teaching Expert, Department of Basic English, School of Foreign Languages, Middle East Technical University (METU) Ankara

Duties: to assist with methodology and in planning and executing pre- and in-service teacher training courses; to develop reading, writing and study skills; to advise on syllabus writing and materials; to undertake some testing work.
Qualifications: candidates, preferably aged 30-40, should have a first degree plus an MA/MSc in TEFL or Applied Linguistics. A minimum of five years' relevant experience including two years' overseas, and experience of teacher training, syllabus writing and materials production and a sound knowledge of testing is essential. A knowledge of Turkish would be an advantage.
Salary: £8,763-£12,438 per annum.
Overseas Allowances: Nil to £2,129 depending on salary level and marital status.
Closing Date for Applications: 24 July 1985.
Reference: 85 K 27T

The following posts are also funded under Britain's Aid Programme to developing countries:

Oman

1. Curriculum Development Co-ordinator, Directorate of Vocational Training, Ministry of Social Affairs and Labour, Muscat

Duties: in the light of the upgrading of Vocational Training Institutes in Oman the postholder's responsibilities will be: to co-ordinate the work of a team of curriculum specialists who will write the syllabi and teaching material for three-year training courses in Mechanical, Electrical, Auto Engineering, Building and Commerce; to supervise materials production schedules and to arrange revisionary work in the light of trialling experience.
Qualifications: male candidates, preferably aged 35-55, must have at least a first degree in engineering plus 13 years' experience, or a Master's degree plus 9 years' experience or a PhD plus 6 years' experience. All experience is to be after qualification. Candidates should have had considerable experience in curriculum development work as well as administrative and organisational responsibility.
Salary: $22,860-$23,907 per annum free of UK income tax.
Overseas Allowances: Nil to $5,455 per annum depending on salary level and marital status.
Closing Date for Applications: 12 July 1985.
Reference: 85 K 22T

2. Head of Computing Unit and Mathematics, Oman Technical Industrial College

Duties: under the direction of the Principal the postholder will be responsible for: administering, organising and developing computer and mathematics studies throughout the College; staff development; establishing links with industry; some teaching duties; developing courses for in-service personnel and evening classes.
Special Qualifications: male candidates, preferably aged 35--45, must have a minimum of a first degree or equivalent in an appropriate discipline, preferably computing or engineering. Applicants should also have a Master's degree related to computing and at least 10 years' post first degree experience of which 3 years' should have been related to computer studies in a tertiary technical/commercial training environment. A formal professional qualification in education and overseas experience highly desirable.
Salary: £15,837-£17,616 per annum.
Personal Allowances: £1,027-£7,612 per annum depending on salary level and marital status.
Closing Date for Applications: 24 July 1985.
Reference: 85 K 23T

General Qualifications: for all of the above ODA funded posts candidates must be male UK citizens with a British educational background.
Benefits: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11 per cent of salary in lieu.
Contracts: initially for two years with the British Council. Posts tenable from September 1985.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

English Language Training Officer

circa*£17,750 tax free
Saudi Arabia

The National Guard King Khalid Hospital in Jeddah is managed by the Riyadh based International Hospitals Group (IHG) in association with IAL.

The Hospital has an immediate requirement for an English Language Training Officer who will conduct general English and ESP courses for the Saudi staff of the Hospital. There is a set programme for the six levels of general English and there will be scope for the Training Officer to research, design and implement ESP courses.

The minimum qualifications for this position are a degree in linguistics or DIP TEFL. You should also have at least four years post-qualification experience including two years overseas.

In addition to the tax-free salary you will also receive free bachelor accommodation, return flights to the UK, 49 days annual holiday, medical care and life insurance.

Preference will be given to suitably qualified Saudi Arabian nationals and Arabic speaking personnel.

*The figure quoted is based on an exchange rate of £1=SR 4.75 and includes a Service Award of one month's salary for each complete year of service.

To apply contact the Senior Manpower Officer (MS) IAL, Aeradio House, Hayes Road, Southall, Middlesex UB2 5NJ. Tel: 01-574 5432 quoting reference M266.

IAL
Medical Services • Manpower Services
A MEMBER OF THE STC PLC GROUP

Area Education Officer (South Devon)

£18,162–£20,142

Applications are invited from graduates with experience in teaching and in the administration of education at a senior level. You will be a member of the Education Management Team and responsible to the Chief Education Officer for the day-to-day administration of the South Devon Area.

Application form and further details (sae please) from Chief Education Officer, County Hall, Exeter, returnable by 19 July 1985. (18368)

DEVON

Pre-School Development Officer

Grade PO1 £12,507 - £13,491 p.a. inc.

The London Borough of Hackney and the Inner London Education Authority jointly require a Pre-School Development Officer to work for the Directorate of Social Services and for ILEA to develop Pre-School Services and to take responsibility for specified projects.

Hackney has a high proportion of children under five years to its total population.

Inner City conditions and severe deprivation for very many families on low incomes make pre-school work of critical importance.

There are a number of ethnic groups in Hackney, some with substantial populations.

You will need to operate within a transcultural model of service delivery.

This is a challenging and important post requiring commitment and enthusiasm. Wide knowledge and experience of pre-school services are required.

Casual user car allowance and car load facilities are available.

Job share applications will be welcomed with or without a partner.

Please quote Ref YJ566/TES.

Application forms are available from John Penney, Head of Personnel Services, Town Hall, Mare Street E8 1EA or telephone 01-986 5331 (24 hour answering service) quoting reference.

Closing date 19 July 1985.

The Council intends to decentralise its services, therefore the duties, hours of work or location of this post may be subject to change.

(19150)

ilea

HACKNEY COUNCIL
Working for local people

We positively welcome applications from black people, disabled people and women where they are under-represented in particular jobs

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Somerset County Council

EDUCATION DEPARTMENT
YEOVIL AND SOUTH SOMERSET AREA
CAREERS OFFICE

CAREERS OFFICER

SALARY: SCALE 6 £9,532–£9,114 per annum

The person appointed will undertake a full range of Careers Officers' duties. Candidates should have had appropriate careers training, be suitably qualified and preferably have careers officer experience although applications will be welcomed from students completing Diploma in Careers Guidance courses this summer.

Application forms and further details available from the Chief Education Officer, Staffing NT Section, County Hall, Taunton, Somerset.

CLOSING DATE: 19 July 1985.

(18384)

Redbridge

EDUCATION COMMITTEE
Appointment of

ADVISER FOR COMPUTER EDUCATION

(Burnham H. T. Gp. 8 equiv. + London Allowance, currently £15,342–£16,641 p.a.)

(Re-advertisement)

The Authority is strongly committed to computer education, is about to begin a major development programme and has just established this new advisory post. The successful candidate will be expected to play a key role in the authority's plans for expansion which include, amongst other things, very substantial capital investment in new equipment.

Further details and an application form can be obtained from the Director of Educational Services, Education Offices, 255/259 High Road, Ilford, Essex. The closing date for the receipt of completed forms is 31st July, 1985.

Previous applicants for this post who wish to be reconsidered are asked to confirm their interest in writing by the closing date.

Applications from employees of the G.L.C. and M.C.C.s with relevant experience will be welcome.

(19105)

Education Department

CAREERS OFFICER

Post No. E.450
Scale 4/5: £6,555–£8,262 per annum

A vacancy exists for a Careers Officer at Bury St. Edmunds to undertake a full range of careers service duties. Candidates should be trained and qualified Careers Officers or students who have recently completed professional training, leading to the Diploma in Careers Guidance.

Suffolk is developing positive policies towards helping the young unemployed and all staff are required to take up a definite role within the operational plan.

The Authority undertakes to assist the career developments of staff by providing an on-going programme of in-service training.

Informal enquiries may be made to Mr D. Ayrton, Area Careers Officer on Bury St. Edmunds 63141, Ext. 2180.

Application forms and further details are available from the Western Area Education Officer, Shire Hall, Bury St. Edmunds IP33 2AN. Please enclose a stamped addressed envelope.

Closing date: 15th July 1985.

(18303)

Suffolk County Council

Arts Development Officer

Applications are invited for suitable qualified and experienced persons for a six-month temporary contract at a fee of £4,000 to survey existing provision for the Arts in Kent and to make recommendations on developing needs and strategies for meeting these needs.

Further particulars and application form, returnable by 19th July 1985, from B. Oatley, County Education Officer (ref G/P), Springfield, Maidstone, ME14 2LJ. 'Phone Maidstone 671411 ext 2481.

(19121)

KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

PRINCIPAL OFFICER

(Adult Education)
PO 5 £14,358–£15,387

Applications are invited for the above post, based in the County Education Office, Chelmsford.

The Officer will have the responsibility of assisting the Senior Education Officer responsible for Community Education in securing the efficient provision of education for adults throughout the County (currently some 60,000 enrolments in 45 establishments), and for liaison with statutory and voluntary bodies in the adult education field.

The successful candidate must have substantial knowledge of the education of adults and should be suitably qualified in this field. Experience of educational administration within a L.E.A. would be a considerable advantage. He/she will be encouraged to stimulate and implement development.

Closing date: 19th July, 1985.

Application forms and further details available from (SAE please) the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD. (Chelmsford 267222 Ext. 2626).

(19145)

ESSEX County Council

METROPOLITAN BOROUGH OF Rochdale An Equal Opportunity Employer

APPLICATIONS ARE INVITED FROM THOSE WITH THE NECESSARY ATTRIBUTES, REGARDLESS OF RACE, CREED, NATIONALITY, DISABILITY, AGE OR SEX.

EDUCATION DEPARTMENT

SENIOR CAREERS OFFICER (UNEMPLOYMENT CO-ORDINATOR)

Scales 5/6 £7,524–£9,114.

This post co-ordinates the field work of the Borough's Careers Service for unemployed young people and those taking part in special Government Schemes, notably the Youth Training Scheme and is responsible for encouraging positive alternative activities to unemployment.

Applicants should possess a professional qualification for working in the Careers Service (ie Diploma in Careers Guidance or equivalent) and have previous experience in the Careers Service.

An essential user car allowance is payable, applicants must therefore possess a full current driving licence. Assistance with removal expenses etc and housing accommodation may be available.

Application forms available (Quote H946) from the Chief Personnel Officer, P.O. Box 68, Municipal Offices, Smith Street, Rochdale OL16 1XG (Tel: 47474, extension 662) to be received not later than 19th July 1985.

(18366)

ADMINISTRATION – LEA

continued

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF LEISURE SERVICES
COMMUNITY SPORTS LEADERSHIP CO-ORDINATOR
Grade: Scale 6 £8,532 - £9,114

Applications are invited from suitably qualified and experienced people, to be responsible to the Recreation Officer (Research and Development) for harnessing and co-ordinating the potential for voluntary help within the Community, and for creating the appropriate training opportunities in order to implement the Sports Council's strategies. The post is partly funded by the Sports Council.

ASSISTANT MANAGER
Dewsbury Sports Centre
Grade: Scale 5 £7,524 - £8,262

Applications are invited from suitably qualified and experienced people. Working within a team of three officers, to be responsible to the Area Manager (Newsam and Batley) for:

(a) All aspects of work related to the development and operation of the Batley and Birkdale Sports Centres;

(b) Acting, on a shift basis, as Duty Officer and thereby participating in the day to day operation of the Dewsbury Sports Centre.

For these 2 posts, the successful applicants will be required to work in accordance with the requirements of the service, including regular evening and weekend work for which the appropriate enhancements will be paid.

Application forms and further details from Mrs C.A. College, Tel: (0484) 22133 ext 673. Completed forms to be returned to the Director of Leisure Services, High Street Buildings, High Street, Huddersfield HD1 2NO within 14 days of this advertisement.

The Council Operates a Trade Union Membership Agreement.

Equal Opportunity Employer. (12568) 480000

HILLINGDON
LONDON BOROUGH OF HILLINGDON

CAREERS OFFICER

SALARY: SCALE 5 £8,181 p.a. - £8,919 p.a. inclusive

The post is based at Hayes District Careers Centre and involves interviews with two local comprehensive schools, together with liaison with local employers and YTS agents for the placement of young people in employment and training.

Applicants must be qualified, but inexperienced candidates will be considered and appointment made to Scale 4 (£7,312 p.a. - £7,986 p.a. inclusive) for those serving their probationary year.

Application forms and further particulars available from the Personnel Officer, Civic Centre, Uxbridge, Middlesex UB8 1UW. Tel: Uxbridge 50565 (24 hrs answaphone) quoting reference E/S6/3452. Closing date: 17 July 1985. (08578) 480000

HARINGEY
LONDON BOROUGH OF HARINGEY
INFORMATION OFFICER
CAREERS SERVICE
GRADE SO1 Salary: £10,134 - £10,764 inclusive.

You will be required to undertake the professional duties of Information Officer, responsible for the careers information, research and distribution service.

This post requires a lively and creative person, experience and preferably qualified as a Careers Adviser.

Application forms and further details available from the Chief Education Officer, Education Offices, 48-56 Station Road, Wood Green, London N22 4XY. Tel: 01-881 3000, Ext. 313) quoting reference No. 16506.

CLOSING DATE: 19th July 1985.

HARINGEY IS AN EQUAL OPPORTUNITY EMPLOYER. (12086) 480000

Administration General

STATES ANCIENT MONUMENTS COMMITTEE
GUERNSEY MUSEUM AND ART GALLERY

Education/Interpretation Officer

Salary Scale £8,577/£10,167 (under review)

The States Ancient Monuments Committee is seeking a replacement for the Education/Interpretation Officer who is due to retire in September 1985. The Museums Education Service in Guernsey promote knowledge of and interest in the island's environment, history and ancient monuments, and aims at realising the full potential of the Museum collections for educational purposes. The appointment will be to the Guernsey Civil Service.

The Education/Interpretation Officer will join the small team responsible for running the Museum and Art Gallery at Candie Gardens, and the Museums at Castle Cornet and Fort Grey. He should hold a degree in a subject appropriate to the general scope of the Museums, and should have proven ability to communicate facts and ideas to a wide age range on a wide variety of subjects, preferably in a Museum environment.

APPLICANTS MUST HOLD GUERNSEY RESIDENTIAL QUALIFICATIONS.

For further information applicants should contact Mrs R Cole, Museum Curator (telephone 0481 26518).

Applications should be submitted on standard forms addressed to the Establishment Officer, Civil Service Board, Nelson Place, Smith Street, St Peter Port, Guernsey to arrive not later than 24 July 1985.

(18304)

EAST ANGLIAN REGIONAL ADVISORY COUNCIL FOR FURTHER EDUCATION

PROFESSIONAL ASSISTANT

Salary: £9477 – £10107
(Under review)

Required from 1 September 1985, or as soon as possible thereafter. Applicants should possess a degree or equivalent professional qualification. Experience of teaching and/or administration in the field of further education highly desirable.

Further details and application form (please enclose SAE) from:
Secretary, EARAC, 2 Looms Lane, Bury St Edmunds IP33 1HE.
Closing date: 22 July 1985.

(19138)

ADMINISTRATION – GENERAL

continued

BUCKINGHAMSHIRE
BRITISH SPORTS ASSOCIATION FOR THE DISABLED:
Full-time Development Officer required for BSAD's South West region. Applications from self-motivating welcome with genuine interest in sport, physical recreation and disabled people by 15th July 1985. Ability to drive at least 15,000.

Details from Dr. Robert Steadman, BSAD, Hayward House, Nuffield Crescent, Aylesbury, Bucks. (0296) 27889. (08145) 380000

CENTRAL BUREAU

Applicants are invited for the following temporary Executive Officer posts:-

TEACHER EXCHANGE DEPARTMENT

The post holder will be responsible for the administration of the Teacher Exchange schemes with non-English speaking countries. Graduate with teaching and/or administrative experience and knowledge of the British education system is required. Working knowledge of French is also essential. This appointment is to cover maternity leave commencing at the end of July.

FURTHER & HIGHER EDUCATION DEPARTMENT

Graduate required to work on student exchange schemes (including IAESTE). Previous experience in industry and Commerce is highly desirable. A working knowledge of French and/or German is useful. This appointment is initially for six months.

Starting salary for both posts is in the region of £8,300 gross per annum.

For further details and application form please write to Establishment Officer, Central Bureau, Seymour Mews House, Seymour Mews, London W1H 9PE or Tel: 01-486 5101. Closing date for applications is 15 July. (08652) 380000

REGISTRAR
PITMAN CENTRAL COLLEGE

We require a Registrar for our largest College running secretarial, business and English as a foreign language courses to some 700 students from the UK and abroad.

The Registrar is responsible for a staff of seven and, apart from organising interviews and enrolments, will take part in promotional activities including overseas trips.

Applicants are likely to have a degree and previous administrative experience. Teaching experience would be useful, but more important is enthusiasm and a liking for students of all ages.

Start date — September. Salary – £11,000/£14,000 depending on qualifications.

For an application form please telephone Ros Skinner or Jo Beard on 01-837 4481.

Pitman Central College, 154 Southampton Row, London WC1B 5AX.

(19112)

(pitman)

NCH

MACCLESFIELD ALTERNATIVE I.T. WORKER

1 Intermediate Treatment worker, preferably teacher qualified, to fill a vacancy in a team of 5. Salary on Level 2 £7524-£8262.

National Children's Home, in partnership with Cheshire Social Services, run a community based scheme in Macclesfield, available to magistrates as an alternative to custody or care, catering for up to 32 young people per year.

We are looking for a qualified and/or experienced person who can engage young people who may have experienced difficulties with adults. The successful applicant will work in a team developing group work and individual counselling programmes with specific reference to the youngster's offending.

One of the aims of the project is to affect the local juvenile justice system as a whole. An important part of the work is to influence the practice of all the relevant agencies, and someone with teaching experience would contribute expertise to the team liaison with local secondary schools.

NCH is a Christian-based organisation.

For an informal discussion please contact Mr David Metcalfe, Macclesfield I.T. Centre on (0625) 33257 before 12.00 noon. Application forms and job description from Regional Director of Social Work, 35 Wilson Patten Street, Warrington WA1 1PG.

Closing date – 2 weeks after publication.

Educational Psychologists

HERTFORDSHIRE
EDUCATIONAL PSYCHOLOGIST AT WATFORD
Salary: £8,886 - £14,979

Applications are invited from fully qualified Educational Psychologists for a permanent full-time post based at Watford. The vacancy exists immediately.

Applicants should have a good honours degree in psychology, adequate and relevant teaching experience and supervised training as an educational psychologist will be an advantage and starting salary will take this into account. Salary will be within the range £8,886 - £14,979, plus London Fringe Allowance.

Informal enquiries about the post may be made to the Principal Educational Psychologist Miss D.A. Gibb (Hertford 55 57591). Further details and application forms can be obtained from the County Education Officer (Ref: JW5), Education Department, County Hall, Hertford SG13 8DF, applications to be returned not later than Friday 19th July, 1985. (12310) 560000

STOCKPORT
EDUCATIONAL PSYCHOLOGIST
Soulbury Scale £8,886 - £14,979

Applications are invited for this full-time post within the Authority's Education Psychology Service. The person appointed will join a well established team of six Psychologists and will undertake duties which will afford excellent opportunities for professional development. Applicants should have an honours degree in Psychology, a minimum of two years teaching experience and post-graduate training in educational psychology.

Application forms and further particulars are obtainable from and returnable to the Director of Education, Town Hall, Stockport SK1 3XE. Tel: 061-480 4949, Ext. 313 by 19th July 1985.

An Equal Opportunities Employer. (03883) 560000

Educational Psychologist

£9,564 - £15,657

Applications are invited from fully qualified Educational Psychologists to fill this temporary vacancy in the School Psychological Service from 1 September 1985 to 31 March 1986. Commencing salary dependent upon age and experience.

Applications from employees of the GLC or MCC's with relevant experience will be welcome.

Informal enquiries to Mrs S E Fox, Principal Educational Psychologist on 01-303 7777 Ext. 580 or 541.

Application forms and further particulars from the Educational Services Secretary, Town Hall, Crayford, DA1 4EN. (01-303 7777 Ext. 542/543).

Closing date: 24.7.85.

(19164)

Bexley London Borough

SANDWELL METROPOLITAN BOROUGH COUNCIL

CHILD PSYCHOLOGY SERVICE
Special Educational Needs Advisory and Support Service

Required as soon as possible

ADVISORY AND SUPPORT TEACHER (SEN)
Scale 3

Applications invited from teachers with at least five years teaching experience and an approved diploma or degree obtained as a result of one year full time study at a University or College of Higher Education.

The service which provides comprehensive support for children with special needs in Primary, Secondary and Special Schools, is also involved in compensatory education and projects in social priority areas.

Application forms and further details from Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 8RG. Closing date 16th July 1985.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (03891) 560000

SUNDERLAND
BOROUGH OF SUNDERLAND EDUCATION DEPARTMENT
PRINCIPAL EDUCATIONAL PSYCHOLOGIST
Soulbury H/T Group 9

Applications are invited for the post of Principal Educational Psychologist to be responsible to the Director of Education for the Educational Psychology Service.

Applicants must possess the following qualifications:-
1. 1st or 2nd class honours degree in Psychology or equivalent.
2. A minimum of two years qualified classroom teaching experience.
3. Post graduate professional training in Educational Psychology.
4. Substantial experience as an Educational Psychologist at a senior level in an L.E.A. Psychological service.

Application forms and further details (s.a.e.) from the Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland SR2 7DN, to be returned no later than 22nd July, 1985.

Applicants wishing to discuss the post informally should contact Mr. I.A. Wallis, Principal Educational Psychologist (Tel: 656601, (03781) 560000

Examiners

EDUCATION DEPARTMENT
SCHOOL PSYCHOLOGICAL SERVICE

TWO LOCUM EDUCATIONAL PSYCHOLOGISTS

Soulbury £10,659–£14,979
(West Essex Area and South East Essex Area)

Required for one term initially in the West Essex Area, likely to be based at Loughton Child Guidance Clinic, and in the South East Essex Area based at Southend Child Guidance Clinic. Applicants should be qualified teachers with classroom experience who have successfully completed a recognised course of professional training in educational psychology.

A commitment to a team approach to service delivery is essential.

Interested applicants may telephone Mr. J. Acklaw, County Educational Psychologist on Extn. 2643 for further information.

Closing date: 19th July, 1985.

Application forms and further details for the above posts available from the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex CM1 1LD. (Chelmsford 267222 Ext. 2626)

(19140)

ESSEX County Council

Education Department

Area Inspector

£18,423–£19,773

To be responsible for the work of the inspectorate team in schools and colleges in the south west area. This involves organising the general work of 8 inspectors, inducting and training new colleagues and working with the Area Education Officer and his staff to support the work of schools and colleges in the area.

The post requires experience of advisory work in a local education authority as well as relevant and successful teaching experience and experience of leading adults.

Application form and further details from County Education Officer (Ref. NTP), County Hall, Kingston upon Thames, Surrey. Tel: 01-546 1050 Ext. 3197. Closing date 26 July 1985.

Social Services Department

Teachers

1 post – Scale 1 £6,447–£9,147
Woking

1 post – Scale 2 £7,257–£10,502

The Oaks Centre is a residential establishment catering for both boys and girls in the age range 13–16 years, who are in the care of the local authority.

You should have varied interests and the ability to teach general subjects and life skills to small groups of young people.

The work will take place in the context of a team which will include social workers, psychologists and psychiatrists, the main aim being to return the young people to the community as soon as possible.

For further information ring John Davies, Head of Centre, on Woking 65141.

Application form, quoting Ref. Nos. (Scale 1 85/131/N, Scale 2 85/132/N) from Director of Social Services, 7 Penrhyn Road, Kingston upon Thames, Surrey, KT1 2VT. Tel: 01-546 1050 ext. 3829.

SURREY COUNTY COUNCIL

Lancashire County Council

An Equal Opportunities Employer.

SPECIALIST EDUCATIONAL PSYCHOLOGIST (PRE-SCHOOL WORK)

Lancaster/Blackpool: Serving Districts 1,2,4
Salary Range: Soulbury Headteacher Group 8 — £14,664 – £15,983

Applications are invited for a post of Specialist Educational Psychologist with responsibility for pre-school work.

Applicants should have acquired at least three years' general experience as a practising educational psychologist and have proven ability and interest in the area of pre-school assessment and intervention. The ability to take a leading role in this field within the Schools Psychological Service and to guide and encourage other educational psychologists in this work is essential.

Application forms and further details are available from the Chief Education Officer, P.O. Box 61, County Hall, Preston PR1 8RJ, telephone: Preston (0772) 263697 or 263695 to whom completed application forms should be returned by: 24TH JULY 1985, together with supplementary information on previous experience and interest in pre-school work. Please quote Ref: Co.208/1/PJ on completed application forms.

(19400)

THE ROYAL COURT YOUNG PEOPLE'S THEATRE

shortly moving to new studio premises in Portobello Road W10, requires an experienced and enthusiastic

DIRECTOR

The Young People's Theatre is an important department of the Royal Court, reflecting its policy, particularly in the development of new writing.

Please write for further details to:
Carin Mistry,
Royal Court Young People's Theatre,
Sloane Square,
SW1W 8AS.
(enclosing a SAE).

(19156)

STS SCHOOL TRAVEL ADVISERS

Founded in 1933

School Travel Service require a number of regional Travel Advisers to visit schools in term-time and promote our wide range of school tours abroad. Advisers will work from home; own car and telephone are essential. Occasional training visits abroad may be necessary. Payment will be on a fee basis plus commission and expenses.

Applicants should be energetic, articulate and able to work independently. Professional school and/or travel experience an advantage.

Write, enclosing a full C.V. to:
Mark Sanders, Marketing Director, School Travel Service Ltd.,
24 Culloden Road, Enfield, Middx. EN2 8QD.

SCHOOL TRAVEL SERVICE

MACMILLAN

COMMISSIONING EDITOR

We are looking for a Commissioning Editor in ELT to join a productive and profitable division, to have responsibility for local publishing in a specific region, and to make a contribution to our international list.

Applicants should have French as their first or second language, as well as experience in commission profitable English courses and supplementaries.

This opportunity is a senior post based in Basingstoke (45 minutes from Waterloo) and involves overseas travel.

Please apply with full c.v. to:

Shellagh Brown
Personnel Manager
Macmillan Publishers Ltd
Houndsmills
Basingstoke
Hants RG21 2XS

Applications close on 19th July 1985. (19409)

THE ASSOCIATED EXAMINING BOARD

YORKSHIRE AND HUMBERSIDE EXAMINATION BOARD

The Board invites applications for VISITING EXAMINERS posts in many areas for DRAMA at ORDINARY LEVEL and DRAMA and THEATRE ARTS at ORDINARY (ALTERNATIVE) LEVEL for the JUNE 1986 practical examinations. Duties will commence in Spring 1986.

Applicants should have a degree or equivalent qualification, a minimum of four years' recent relevant teaching experience and experience of examining.

Further information and application forms may be obtained from the Secretary General (A16), The Associated Examining Board, Stag Hill House, Guildford, Surrey GU1 1BQ to whom completed forms should be returned not later than 16th July. 600000

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for VISITING EXAMINERS posts for HISTORY in the following options at ADVANCED LEVEL for the 1987 examinations:

Option 01 'English and European History, 1480 - c1740'

Option 08 'History of the USA, 1783 - 1974'

Option 04 'Aspects of World History since 1945'

Applicants should have a degree or equivalent qualification in History, a minimum of four years' recent relevant teaching experience and experience of examining at the Board.

Further information and application forms may be obtained from the Secretary General (A16), The Associated Examining Board, Wellington House, Alders, Hampshire GU11 1BQ, to whom completed forms should be returned not later than 1st August. (08138) 600000

THE ROYAL SOCIETY OF ARTS

8 John Adam Street, London WC2N 6EZ

EXAMINERS 1986

ARITHMETIC STAGE II

Examiners are required for the revised Arithmetic Stage II syllabus which is being examined for the first time at autumn 1985.

Application Forms and further details are available from:

Ms S. Wallach, Business Studies Sector, The Royal Society of Arts, 8 John Adam Street, Adelphi, London WC2N 6EZ. (12605) 600000

YORKSHIRE AND HUMBERSIDE EXAMINATION BOARD

Applications are invited from serving teachers in the Board's region for the post of Chief Moderator, Craft, Design or Technology for the 1986 CSE examinations.

Duties will commence immediately after appointment.

Further particulars and application forms, which must be returned by 31st July, 1985, may be obtained from The Secretary (DW), Yorkshire and Humberside Regional Examinations Board, Scarsdale House, 136 Derbyshire Lane, Sheffield S8 8SB (Tel: Sheffield (0742) 557436). (08087) 600000

Miscellaneous

APPLICATIONS ARE INVITED from teachers in Primary, Secondary and Further Education for exchanges lasting one of one year's duration with teaching posts in Australia and Canada. Vacancies exist for August to January 1986 and for Canada also for January 1986. In addition a small number exist for posts for January 1986. Return air fare and personal grant payable to successful applicants. Applicants must be experienced teachers with five year's experience. Please write enclosing C.V. to Lesse Ltd, Department of Commonwealth Teachers, Seymour Mews House, Seymour Mews, London W1H 9PE. (15381) 660000

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Please write with brief career details to Neil Newman, Levy Gee, Chartered Accountants, 100 Chalk Farm Road, London NW1 8EH. (03841) 660000

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A 52 week Community Programme Project for unemployed Teacher/Actors.

Commencing in September 1985, we have the following vacancies

Learning through Action

Teacher Actors
Stage Manager

It is essential that candidates have the ability to communicate with children through drama and are committed to participatory learning programmes.

Qualifications in teaching and experience in drama preferred

As these posts are funded by the Manpower Services Commission you must have been unemployed for sometime and be in personal or indirect receipt of an appropriate benefit

Write for an application form to: Chief Executive Berkshire County Council, Shire Hall, Shinfield Park, Reading, Berks RG2 9XD or contact us on JOBLINE – Reading 861122. Closing date: FRIDAY 19TH JULY 1985.

An Equal Opportunity Employer

Royal County of Berkshire

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TEACHING	CONSULTANCY
1. Fixed pay scales	1. Higher basic salaries plus executive car, expenses, medical insurance, pension
2. Diminishing challenge	2. Competitive Environment – Personal development
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Write or telephone letting us know why we should be interested in each other. David Hoddy, Resource Maximisation Int., Stancrest House, 16 Hill Avenue, Amersham, Bucks. HP6 5BP. Tel: (02403) 28851/2. (16386)

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- Operate from your home
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For prospectus and further details call or write to:
Mrs Gill Redman.
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281 Farnham Road, Slough, Berks. Tel: 0753 35343 (3097)

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The Financial Management Group

You have no doubt seen vacancies for Financial Management Consultants advertised and have perhaps wondered exactly what this entails.

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We are in a unique position to offer our clients a complete integrated range of financial services including Portfolio Management and Banking Services. Consequently we require people with proven communication skills to train for a career in this wider sphere of Financial Management Consultancy.

You could be earning £16,000 in your first year with career development determined by ability.

Please send brief career details to: Janet Woodhart, Allied Dunbar, Spectrum House, 20/26 Cursitor Street, London EC4A 1LT. (16388)

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LONDON & LEEDS

CHALLENGE OF INDUSTRY CONFERENCE ORGANISER
The Industrial Society holds events in schools which bring in practising managers and trade unionists to increase the understanding of the role of Industry and Commerce to the country and to build closer links between schools and industry.

The organiser's work involves all aspects of conference administration, telephone and personal contact with schools and companies; considerable travel.

Applicants should be self motivated, have some industrial experience, office skills, a driving licence.

Vacancies exist in London and Leeds.

Salary range from £6,400 - £7,650 (£1,000 London allowance).

Applications with curriculum vitae to or more information from Carolyn Andrews, 48 Bryanston Street, London W1H 7LN. 01-723 4073/8 (08180) 660000

SALISBURY

SALISBURY CATHEDRAL

There is a vacancy for the combined posts of Assistant Organist at Salisbury Cathedral and Director of Music at the Cathedral School from September 1985.

Particulars immediately from the Chapter Clerk, 6 The Close, Salisbury, Wilts, SP1 2EF. Closing date for final applications: 15th July. (12649) 660000

SOLIHULL
METROPOLITAN BOROUGH OF SOLIHULL

SOLIHULL EDUCATION COMMITTEE

BRASS TEACHER - (Full-time Scale 1) required for September 1985, to teach the full range of brass instruments in primary schools and lower brass instruments at music centres.

WOODWIND TEACHER (Part-time) required for September 1985, to teach flute and clarinet at music centres for up to 10 hours weekly.

Application forms and further information from Director of Education, Education Department, P.O. Box 30, Council House, Solihull, West Midlands B91 3QQ. Telephone Number 021-705 6788, Ext. 341 or 467. (08411) 660000

Peripatetic Posts

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
PERIPATETIC INSTRUMENTAL TEACHING SERVICE
CELLO/BASS TEACHER
Required for September 1985, a PERIPATETIC CELLO/BASS TEACHER to undertake instrumental and CLASS teaching in schools and colleges throughout the District.
Applicants should be graduates or have equivalent qualifications and experience.
Salary Scale 1 (£6,201 - £7,650 per annum).
Application forms and further details from Director of Education, Education Offices, Burton Street, Wakefield WF1 2EB. Tel: (0924) 370000 ext. 2241. Closing date 19th July 1985. (08422) 700000

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION, LEISURE SERVICES AND TECHNICAL SERVICES
WESTBOURNE HIGH SCHOOL
Old Hall Street, Dewsbury, West Yorks. WF13 4JE
(Tel: (0924) 465141)
Required for Autumn Term 1985 a temporary SCALE 3 teacher of E.S.L. The successful candidate will be expected to work with a group of non-speaking English pupils.
Letters of application giving full curriculum vitae and the names of two referees to the Head Teacher at the school immediately.
An equal opportunity employer. (08449) 700000

QUALIFIED/EXPERIENCED Teachers of English as a foreign language required to undertake vacation courses in many areas. C.V. to Euro-Academy, 77a George Street, Croydon. (08121) 700000

SPAIN

Teacers of English required by School of Languages in Spain from October 1985 to June 1986.
C.V. to: F.F.S. 9 Bishop Place, Exeter. (05086) 700000

TEACHERS (TEFL) wanted for summer courses from July 1st in Southampton, York, Reading, Chester and S.W. London areas. Late vacancies might occur in other areas especially in Kent, York and N.W. areas. Nova Annils 061 434 7475. (15862) 700000

WILTSHIRE

Please see display advertisement on Page 671
(08717) 670000

Outdoor Education

STAFFORDSHIRE
STANDON BOWERS OUTDOOR EDUCATION CENTRE
Standon, Stafford ST21 6RD
Required for September 1985, one person to undertake, as TEACHER FOR OUTDOOR PURSUITS (Scale 1). The person appointed must have the ability to lead Biology Field groups to 'A' level standard and be able to contribute to the teaching of canoeing, caving or rock-climbing.
Further particulars and application forms from and returnable to the Warden as soon as possible, including curriculum vitae and names of referees.
Canvassing will disqualify.
Closing date 10 days from publication.
Teacher Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (08037) 680000

PERMANENT POSTS

IN RESIDENTIAL OUTDOOR EDUCATION WITH MOUNTAIN VENTURES LIMITED

Two opportunities are available due to promotion of previous incumbents and this expanding Company is challenging areas of Outdoor Residential Education.

COURSE DIRECTOR
Mountain Ventures Ltd. has a Senior Post carrying the responsibility for Staff Training and Development. Applicants should be well qualified in Outdoor Pursuits and should have previous experience of residential work at a senior level. Ideal age, 30 - 40 years old.

2. INSTRUCTORS - Applications are invited from well qualified young people who are seeking to develop a career in Outdoor Education.

Application forms and further details from Alexander Director, Mountain Ventures Limited, Beacon House, Greenhill Road, Liverpool L13 7HQ. (03475) 680000

English as a Foreign Language

BOURNEMOUTH

MANAGEMENT INTERNATIONAL

RSA COURSES AT ITTC

Learn to teach English as a foreign language at the International Teacher Training Centre, Bournemouth. The Centre runs regular 4 week introductory courses leading to the Royal Society of Arts Preparatory Certificate in Teaching English as a Foreign Language.

For details write to ITTC, 674 Wimborne Road, Bournemouth or Tel: (0202) 525537. (341391) 700000

ESSEX
LOUGHTON COLLEGE OF FURTHER EDUCATION
Borders Lane, Loughton, Essex IG10 3SA
Tel: 01-508 8311
DEPARTMENT OF GENERAL EDUCATION
Required for September 1985 suitably qualified and experienced Part-Time Lecturer in English as a Foreign Language.
Further details and application forms from Head of General Education Department. (08423) 700000

English as a Second Language

HARROW
EDUCATION COMMITTEE
Harrow ESL and Multicultural Support Service
Part time ESL Teacher (0.5)
Scale 3
Required for September 1985 a teacher with qualifications and experience in teaching ESL in multicultural schools to join the Authority's ESL team. The successful applicant will work in a first school in close association with class teachers to support the English language development of bilingual children.
Application forms from and to be returned to Coordinator of ESL and Multicultural Support Service, Teachers Centre, Wilson Grove, West Harrow. Closing date by 18th July 1985. Please enclose s.a.e.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER (08502) 670000

ENGLISH AS A SECOND LANGUAGE
continued

NORTHAMPTONSHIRE
MULTICULTURAL EDUCATION SERVICES

The following post(s) are available subject to Full-time Office Approval):

SIR CHRISTOPHER HATTON SCHOOL IN WELLINGBOROUGH

One qualified and experienced UPPER SCHOOL TEACHER is required in Wellingborough. The teacher will be required to develop long term ESL language support work, in co-operation with mainstream colleagues related to language across the curriculum and to develop and extend this to reflect the needs of all children living in a multicultural community. Substantive, Scale 1 or 2 according to experience.

SIR JAMES LOWER SCHOOL IN NORTHAMPTON

A qualified and EXPERIENCED TEACHER is required to work in St James Lower School (4 - 9) in Northampton. Experience of teaching English as a second language to this age group will be an advantage as many of the pupils who attend St James Lower School are from Bangladeshi origins, some understanding of their culture and linguistic background will be helpful. Scale 1 or 2 according to experience.

VICTORIA INFANT AND VICTORIA JUNIOR IN WELLINGBOROUGH

Two qualified and experienced INFANT AND JUNIOR SCHOOL TEACHERS are required to work in an Infant School (4plus - 7plus) and Junior School (7 plus - 11) teaching English as a second language. Both schools already have one Section 11 teacher and the role of the second teacher will be to work with the existing Section 11 teacher to support and extend first and second stage ESL learners and to co-operate with other colleagues on a teamteaching basis in order to develop a multicultural perspective in all areas of the curriculum.
As most of the pupils in both schools are from Gujarati or Pakistani backgrounds, a broad understanding of their linguistic and cultural heritage will be an advantage. Scale 1 or 2 according to experience.

PERIPATETIC TEACHER - WELLINGBOROUGH/ CORBY/KETTERING

A qualified and experienced ESL TEACHER is required to work in multicultural Secondary schools on a peripatetic basis.

The teaching of English as a Second Language is organised in a variety of ways according to the particular needs of the schools and pupils involved. In some schools there are language units for children who have recently arrived in this country and who speak little or no English. Other schools are visited by peripatetic teachers who withdraw pupils for special English lessons. It is expected that the person appointed will have skills to develop ESL teaching as part of the total curriculum and to support ESL in the classroom rather than withdraw into small groups.

Application form and further details available from the County Education Officer, (Ref S7/DL), Northampton, Wootton Hall, Northampton NN4 8AT on receipt of a stamped addressed envelope. Please quote full post title when applying. Closing date 19th July 1985. (16638) 710000

Appointments Wanted

SPANISH NATIVE SPEAKER with teaching qualification and degree in English seeks teaching job in England. Write Box No. TES 00405, Priory House, St John's Lane, EC1M 4BX. (08719) 700000

SPANISH TEACHER, 21 yrs old, trained management method, requires post as Simultaneous Interpreter from October 1st. Available for interview July 24th to 30th. Tel: 01-654 3081 (08370) 740000

STARTING TUTORING - an informative guide by Katie Associates, Freepost, West Glamorgan SA2 9ZZ. (03729) 770000

Educational Courses

COME AND LEARN ABOUT ACTING. Beginners welcome. 5-day courses starting July 4, 11, August 5, 12. Theatre in Kensington. For brochure Tel: 01-846 9161. (08190) 760000

LEARN TO TEACH ENGLISH (EFL)

This Summer

ONE WEEK COURSES AT KENT UNIVERSITY/ CANTERBURY

The Course Objective: To give you a practical and thorough introduction to the Teaching of English as a Foreign Language in one week.

Courses every week from June to September.

Call Tony Eanes on (0227) 453486 or write to him at Pilgrims Training Course, 8 Verne Place, Canterbury, Kent CT1 3YG. (298981) 760000

LINGUARMA

The international language teaching organisation with 35 centres in the United Kingdom and Abroad will have an number of vacancies for new entrants to the field of E.F.L. Teaching will be available in Germany, Finland, Spain, Portugal, Italy, France and the U.K.

Applicants should possess a good degree or teaching qualification and have completed a Linguarma E.F.L. introductory course.

Information and application form from Linguarma Personnel Office, 16 Waterloo St., Birmingham B2 5UG. (35826) 760000

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CITY POLYTECHNIC

TESOL CENTRE

Train to teach English to speakers of other languages. Open full-time/part-time distance training programme plus short residential block loading for:

CERTIFICATE IN TESOL (CERTIFICATE IN TEFL/ATE(TESOL)/LTC(LTESOL)

Courses for non-native speaker teachers of English and British teachers and graduates.

For further details write or telephone: The TESOL Centre, Sheffield City Polytechnic, Totley Hall Lane, Sheffield S17 4AB. Tel: (07491) 350941 (10680) 760000

TEACHER TRAINING (EFL) AT MARBLE ARCH

1. TEFL TODAY, 22 July to 2 August - intended for experienced teachers on recent developments in English language teaching. Workshops, groups and talks given by leading specialists. £100.
2. NEXT RSA PREP. CERT. Full-time course, 4 weeks from 11 November. £340.
Full particulars from Marble Arch Intensive English, 31 Bier Street, London W9. Tel: (01) 402 9275. (08728) 760000

Tuition

HOME TUTORS required throughout Great Britain. Personal Tutor (T.E.S.) Choadle House, Choadle, Cross, Tel: 061-428 2283. (24 hours). (04185) 770000

RESEARCH REQUIRED? Contact Mrs. Hurst at FACTS UNLIMITED 01-388 9640 before 10:00 a.m. or between 5-8 p.m. (08016) 770000

Personal Announcements

CANADA EXCHANGE Primary and Infant teachers in Ontario wishes to contact N.C. Infant School teacher in Home Counties interested in teaching exchange for Sept. 86. Write Carole Haynor, 704-50 Minnurial Dr., Brantford, Ont. Canada N3R 6A9. (08147) 800000

100% MORTGAGES 3½ x Income. Also available: Secured Loans £1,000 - £50,000 in 10 days. Written quotes available. Ring 24 hrs 01-445 5491. (40053) 800000

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Conferences and Lectures

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RUDOLPH STEINER. Education Weekend Seminar 19-22 July. Details from Seminar Secretary, Rudolph Steiner House, 35 Park Road, London NW1 6XT. Tel: 01-723 4400/8219. (08682) 820000

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LIVERPOOL POLYTECHNIC

COMPUTER EDUCATION CENTRE
Teachers Diplomas in Computing

1. TEACHERS' DIPLOMA IN COMPUTER STUDIES

Description of the Course
The Teachers' Diploma in Computer Studies is intended for experienced teachers who have some basic familiarity with computers and have had at least two years full-time teaching or training experience of any subject matter at any level.
Aims (i) To impart the knowledge to teach examination and computer appreciation courses below GCE 'A' level standard.
(ii) to give users a conceptual framework for the subject so that they have a sound basis for further study.
(iii) to become familiar with different methods of teaching computing.
Dates: 11th–17th July, and Mondays, starting on 9th September 1985 for 36 weeks.

2. TEACHERS DIPLOMA IN THE USE OF COMPUTERS IN EDUCATION

Description of the Course
The Teachers' Diploma for the Use of Computers in Education is intended for teachers of any subject in any sector of education or training who are interested in the use and management of the computer in assisting teaching and learning.
Aims To enable staff in educational and training institutions to:
(i) evaluate and implement the application of the computer to various disciplines.
(ii) manage computing resources.
(iii) assess the potential impact of educational computing on curriculum development and teaching methods.
Dates: 35 weeks of study on Thursdays starting on 12th September 1985.

Summer Schools

1. INTRODUCING LOGO
Date: Monday 22nd July to Friday 26th July.
Time: 9.30 a.m.–4.00 p.m.
Fee: Unit 1 (2 days – Monday, Tuesday) £16.00. Unit 2 (3 days–Wednesday, Thursday, Friday) £22.50. Both units £37.50. All fees include refreshments and lunch.
Background: To provide teachers and others involved in education with an overview of the programming language LOGO and its educational use. No previous knowledge of either programming or LOGO is assumed.
Unit 1 is for complete beginners. Unit 2 is a continuation. Those attending Unit 2 should be familiar with the use of LOGO or a Turtle graphics program.

2. AN INTRODUCTION TO 6502 ASSEMBLY LANGUAGE ON THE BBC MICROCOMPUTER
Date: Monday 26th July to Wednesday 31st July.
Time: 9.30 a.m.–4.00 p.m.
Fee: £22.50 (including refreshments and lunches).
Background: Teachers are not expected to have knowledge of machine code programming. A working knowledge of BBC BASIC will be assumed.

3. AN INTRODUCTION TO SPREADSHEET PROGRAMS
Date: Wednesday 28th August
Time: 9.30 a.m.–4.00 p.m.
Fee: £7.50 (including refreshments and lunch).
Background: An introduction to the potential of spreadsheet programs. Suitable for RML and BBC users.

4. PRIMARY LANGUAGE WORKSHOP
Date: Wednesday 28th August and Thursday 29th August.
Time: 9.30 a.m.–4.00 p.m.
Fee: £15.00 (including refreshments and lunches).
Background: For teachers who would like to learn more about the role of the microcomputer to support Language Work throughout the Primary age range.
The BBC software used will include: Cartoon – Infant; Story – Infant/Junior; Milkotex – Junior.

5. WORDSTAR
Date: Wednesday 28th August to Friday 30th August.
Time: 9.30 a.m.–4.00 p.m.
Fee: £22.50 (including refreshments and lunches)
Background: WORDSTAR is probably the world's most popular word-processor and is a thoroughly professional package. This 'hands-on' course uses Wordstar on the RML 380Z and 480Z. It includes the use of Mailmerge, a powerful merging tool for mail applications.

6. INFORMATION RETRIEVAL
Date: Friday 30th August.
Time: 9.30 a.m.–4.00 p.m.
Fee: £7.50 (including refreshments and lunch).
Background: To familarise teachers with educational software suitable for Information handling. Course will include the use of Pestfile, QUEST, INFORM, FIND and MicroQUERY.

For further details and enrolment for any of these courses, please apply to:
Computer Education Centre, Liverpool Polytechnic, 70 Mount Pleasant, Liverpool, L3 5UX.
Telephone: 051 207 3581 ext. 2831). (19140)

SLS
E.S.P. TEACHERS
Required immediately for work in York and overseas

Applicants should have experience of materials and course development.

Send full c.v. including telephone number to:

Bill Buckingham, Specialist Language Services (International Ltd.,), Cromwell House, 13 Ogleforth, York YO1 2JG. (19162)

TEACHERS' FAMILY HOLIDAY. A group of teachers and their families have formed a group to holiday together for the second year, booked a complete, private, fully equipped camp site (selling, swimming pool, cycles to hire, excursions organised) near Cherbourg, Normandy. Two six berth frame tents available, coach transport included. For details: 0562 883810 and 03562 70523. (08528) 880000

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Field Study Centres

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WANTED: Any texts, or knowledge of reference books by Dr. R.D. Rundle. Write: Julian Holland Ltd., 23 Garrick Road, NW9. (03592) 860000

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THE TIMES
Educational Supplement
FIRST PUBLISHED 1910 PRICE 55p

DIARY

Princess Diana: the world's most famous former nursery teacher

The royal carpet bagger

A request to Princess Michael of Kent. Could we possibly have the rugs back, as the wall are looking bare?

To explain. I attended last weekend the 20th anniversary celebrations of my Alma Mater, the University of Kent. I was a little nonplussed to see that the two beautiful, exotic rugs which had hung on the walls of the university's Rutherford College, with its splendid views over Canterbury, were gone.

When I inquired why, I was informed that the rugs were put in the university by its former chancellor, the late Princess Marina. Apparently, after her son, Prince Michael, married, his bride spotted the rugs and decided she would have them back.

On the subject of royalty – one not often aired in this newspaper – the world's most famous former nursery teacher renewed her acquaintance with education last week. Princess Diana hosted for the first time the annual royal garden party for Commonwealth, American and European exchange teachers, which the Queen Mother or Princess Margaret has traditionally attended.

I was among the 500 guests who discovered that in an English summer a garden party does not necessarily take place in a garden. This one was transferred indoors because of the louring skies.

To return to the University of Kent, which is possibly more than those rugs will ever do. This Tuesday was a long-awaited day in the university's history with the planned launch of the European Space Agency's rocket to intercept Halley's Comet and send

Princess Michael: took her mother-in-law's rugs

ing in prison." ...

Defying definition

If any proof were needed that assessment is the growth industry of the decade, it could be found at Oxford last weekend, when around 100 members of the International Association for Educational Assessment gathered enthusiastically to indulge their preoccupation with outcomes.

As might have been expected, with papers covering everything from achievement tests, national standards, scholastic aptitude tests and pupil profiles to content-referenced interpretations and criteria-related grades, there were almost as many interpretations of assessment available as there were nationalities present.

The last word, however, came entirely suitably from Dr Robert Burchfield, editor of *The Oxford English Dictionary*. Wheeled in at the last moment as an after-dinner speaker to replace a whipped-in MP, he naturally turned first to his own baby for a definition and then reported authoritatively that assessment didn't exist.

He had immediately launched a full-scale investigation and plugged into all his data banks. Continuous assessment, it seemed, had been born at just about the time in 1968 when he was editing the As.

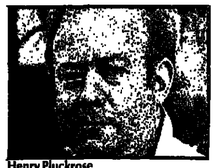
Henry bows out of Barbican role

Henry Pluckrose, possibly the country's best-known primary headteacher and a pioneer of child-centred education, is leaving his school, Prior Weston, in London's Barbican. The school is one of the ILEA's great showpieces and is frequently toured by parties of foreign visitors.

Unfortunately, the way his departure has been handled has led to considerable disquiet among the school's parents, who include such luminaries as Dr David Owen, Islington Council leader Margaret Hodge and Louis Blom-Cooper, QC.

Mr Pluckrose has been seconded for the past year to Avery Hill College of Education and he has just written to parents at his school saying he has been offered an extension of the secondment and is unlikely to return as head.

Some of the parents feel that the ILEA should have given them rather more notice that they would be without a head for another year. (This year's acting head has already announced her intention to leave). They and the staff first learned about Mr Pluckrose's departure when a letter



Henry Pluckrose

from the ILEA simply addressed to "The Headmaster" arrived at the school recently confirming the Avery Hill appointment.

The PTA has insisted that the ILEA divisional office has a meeting with them to explain what is going on.

An ILEA spokesman said that a difficulty has arisen because the acting head had got a job outside London and her appointment came fairly late. Arrangements have now been made for another acting head to take charge.

He added that a letter was going out to parents on Tuesday inviting them to a meeting today.

Dusty reply to Paul

It's good to know you can still be told off by your form teacher – even if you did leave school 25 years ago and are now earning about £20m a year.

The ex-pupil in question is Paul McCartney who recently argued with striking teachers at his son's East Sussex school and tore up their leaflets.

This has proved too much for the man who made Paul class monitor at the Liverpool Institute when he was 13, and he reminded the ex-Beatle this week how he himself nearly gave up the bass guitar for teaching after winning a place at training college.

Alan "Dusty" Durband, Paul's former English teacher, now 58 and retired, said this week he was far from impressed with his old school favourite, adding: "It is sad and unfortunate that a man as rich as Paul should criticize teachers who have had their salaries eroded so much. He has no idea what it is like to grub along on £90 a week after stoppages.

"I know what the present situation is because I keep in touch with teachers and especially the younger members of the profession."

Mr Durband recalled that he made Paul his class head boy because he was extremely likeable and modest. He was reliable and the other boys respected him.

In his final year, Paul came to Mr Durband and said he had a place at a teacher training college. But the problem was he had been offered £20 a week to play the guitar in Hamburg.

"I asked him whether he thought he was a 'Tommy Steele. And he said 'No'. As any responsible teacher would, I advised him to get his qualifications first, then become an entertainer. Fortunately, he disregarded my advice."

Not bad for a woman . . .

The difficulties that women have in getting management posts in education (see page 12) have obviously been taken on board by the public relations firm of F H Rudford, who have issued a press release to announce the appointment of a woman, Miss Vera Lysenczuk, to head a new management studies department at Davies's College in London. Unfortunately, though, old habits die hard. The first line of the press release describes Miss Lysenczuk as an "attractive Yorkshire-born teacher."

David Lister

pay talks

by Richard Garner

Leaders of the Secondary Heads Association are calling for separate pay negotiations for heads and their deputies.

The shift in policy – signalled to Sir Keith Joseph – is a result of the Government's determination to press for a new contract for the profession.

Until now, the National Association of Head Teachers has been alone in pressing for separate negotiations. According to the SHA, Sir Keith appeared "very interested" in establishing a separate negotiating forum in any review of the Burnham committee, the pay bargaining body.

Mr Peter Snape, general secretary of SHA said: "We have been a bit ambivalent on the subject but if we're coming up to a new contract for teachers – it is quite clear that contract couldn't apply to heads.

"It would be totally inappropriate, for instance, for heads to accept a measure of classroom cover and have defined hours and holidays. I've never heard of a secondary head who takes all the school holiday."

A "historic compromise" between the two TUC-affiliated unions will be sought if – as predicted – the National

PE pay talks and school in crisis – page 7

Union of Teachers loses its overall majority on the teachers' panel of the Burnham committee as a result of Sir Keith's membership review.

The National Association of Schoolmasters/Union of Women Teachers will approach the NUT to see if the two can hammer out a pact for the running of teachers' panel meetings.

However, some observers believe the NUT may seek an accord with the Assistant Masters' and Mistresses' Association which – in the past – has more often supported the NUT line in panel decisions.

Fresh talks on this year's pay claim resumed yesterday despite failure to agree a joint statement between teachers and local authorities over pay on Monday.

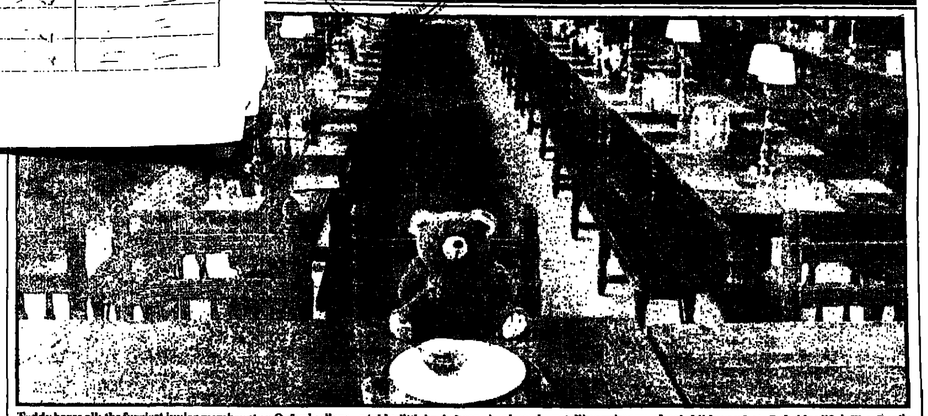
The differences at Monday's meetings were over an attempt by the teachers' side to commit the local authorities to agree to include in this year's settlement a significant element for the recovery of the pay decline identified in the pay data working party report.

The local authorities felt they could not include this in the statement – although Mr Fred Jarvis, general secretary of the NUT, said 54 of the 104 l.e.a.s in England and Wales had already signed an NUT statement along these lines.

Local authority leaders deny that all the 54 statements include this clause.

Both sides shared much "common ground", despite the "wide" gap be-

Continued on page 3



Teddy bares all: the furriest junior member at an Oxford college – a tubby little koala bear – has been busy telling primary school children what Oxbridge life is like. Pupils at the Headlands primary school in York have written to Humphrey, who lives in Balliol College library, and in return have received letters and photographs showing what Oxford students get up to. The correspondence started after John Gilliver, a teacher at Headlands, spotted Humphrey during a visit to the library.

HMI raises doubts over middle schools

by Virginia Makins and David Lister

Supporters of middle schools face a new hurdle this week in defending the system against authorities keen to dismantle it for financial reasons. The latest obstacle is an HMI report which casts doubt on standards in 8 to 12 schools.

The report says that only half the schools surveyed achieved "satisfactory or better standards" over at least half of the curriculum.

Eighteen months ago the Inspectorate's report on 9 to 13 schools said that fewer than half were reaching generally satisfactory standards.

Middle schools were in many cases set up for economic reasons when the school leaving age was raised, and are now being dismantled in some areas as secondary rolls fall – Brighton and Hull for example – and more pupils are needed in secondary schools to make them viable. At least one other authority has had doubts about retaining its middle schools.

Professor Alan Blyth, professor of education at Liverpool University, who has long been associated with the middle schools research group, said this week that he was not at all disheartened by the report.

"Exactly the same would have been said if there had been a survey of junior or lower secondary schools," he said, "but DES policy has been to exclude these. The very favourable comments about the social atmosphere in these schools tends to be disregarded, while what is said about attainment tends to be exaggerated."

The Inspectors surveyed work in 49 schools, chosen from 25 local authorities to cover a range of sizes and catchment areas. The report is based on visits made four years ago.

The report says that broadening and improving work with older children makes "heavy demands on staffing" in schools where pupil-teacher ratios are less favourable than in 9 to 14 middle schools, let alone secondaries.

Three factors were associated with higher standards in the survey schools: strong heads, good relationships and pastoral care, and good resources. Often the three were interlinked.

Fifteen schools achieved "satisfactory or better" standards over two-thirds of the curriculum. A further nine were satisfactory over at least half the curriculum.

Twelve schools – a quarter of the sample – had "less than satisfactory standards for much of their work", and six of these had "a very high proportion" of unsatisfactory work.

Overall, the content and pace of work was directed at average children. Abler children were often not challenged, and demands on the less able were misjudged.

The Inspectors say that the range of work offered varied too much in different schools. Often lack of breadth was the result of inadequate curriculum planning. The most neglected subjects were religious education, craft, design and technology, home studies, and geography.

They suggest much more comprehensive schemes of work, dealing with the range of achievement to be expected, the materials and methods to be used, and the ways in which children's progress and understanding should be assessed, for all curriculum areas.

Schools should plan to develop a range of skills and capabilities across the curriculum. Children needed more chances to take initiative, pose questions, experiment, design structures, and undertake inquiries.

On average the schools spend 25 per cent of the week on English, and a further 20 per cent on mathematics. That left an average 10 per cent for environmental and social studies, for physical education, and for arts and crafts, and more like 5 per cent for science, for craft design and technology, for home studies and needlecraft, and for music.

Spending more time on English and maths did not improve standards in those subjects, and, the inspectors suggest that schools might do better to approach a lot of English and some mathematics, through work in other curriculum areas. They call for a combination of class and specialist teaching at the top end of the school.

The report also urgently calls for teachers with special responsibilities for year groups or curriculum areas to be given more time for these tasks.

More teachers with mathematics or science background were needed, as well as in-service training.

The overall level of resources was judged "generally adequate" in two-thirds of the schools.

Education 8-12 in combined and middle schools, HMSO £4.20.

Punishment Bill lies in tatters

by Biddy Passmore

Education ministers were desperately considering this week what to do with their corporal punishment Bill after a narrow defeat in the Lords.

Peers voted 108 – 104 to support an amendment moved by Lady David, the Labour education spokesman, which would lead to the abolition of corporal punishment in schools.

The Bill, as amended, is now nonsense because its main purpose was to enable parents to opt out of corporal punishment for their children. It was introduced by reluctant ministers so that Britain complied with a three-year-old ruling by the European Court of Human Rights that parents' philosophical objections to corporal punishment must be respected.

After the defeat, Lord Whitelaw, leader of the Lords, postponed further discussion on the Bill, which is still in Report Stage.

The Government could now withdraw the Bill and propose an alternative one in the next parliamentary session, but ministers are understood to be reluctant to waste more time on the matter. Nor do they wish to drop it altogether, thus appearing to flaunt their obligations under the European Human Rights Convention.

During last Thursday's debate, a number of peers said they opposed abolition of corporal punishment but preferred it to the injustice the Bill.

As the Earl of Onslow remarked: "I think we have all wanted to thrash our children, and I quite understand the schoolteachers who want to thrash the children in their class. However, to be able to thrash Johnny but not Fred would be ridiculous and unfair."

NOTICEBOARD

PEOPLE...

The following appointments have been made in the Ribble Valley district of Lancashire: Mrs Mary Hallewell to be head of Clitheroe Edisford county primary school; and Mrs Jacqueline Hargreaves to be head of Gisburn county primary school with immediate effect. Mr Peter Jump to be head of Langho St Leonards, CE primary school, from January 1986.

Mr Timothy Benyon, (pictured) head of Dunstone College, Uttoxeter, Staffordshire, to be head of The Leys school, Cambridge, on the retirement of Mr Bertie Bellis in April 1986.

Mr Robert Chambers, second master at the Hall School, Hampstead, to be head of the Park School, Bath, on the retirement of Mr Peter Lewis in September.

Mr David Browning, tutor in community organization at Northern College, Barnsley, to be director of Manchester Open College Federation, based at Manchester Polytechnic.

Mr William Green to be vice-principal of Bradford and Ilkley Community College. He was previously head of business and professional studies at the college. Mr John Bell, principal of East Surrey College, Redhill, to be principal of Brighton College of Technology. Mr Darrell Clarke, vice-principal of East Surrey College, will succeed him as principal in September.

CONFERENCES...

July 22–24
"Mathematics at 16", a conference organized by the MEI Schools Project at St Peter's College, Oxford. Sessions include, the work of the SEC, coursework, criteria related grades, statistics at 16+, work of the HM Inspectorate. Fee: £55 resident, £45 non-resident. Details from MEI Office, 41a West Street, Oundle, Peterborough.

July 22–26
"Resources for Reading: Does Quality Count?" a United Kingdom Reading Association conference at the University of Reading. Details from Betty Root, Centre for the Teaching of Reading, 29 Eastern Avenue, Reading, RG1 5RU.

July 22–26
English Speaking Board conference on "Oral Skills 5–16 and onwards" at the Bishop Grosseteste College, Lincoln. Details from the conference secretary, English Speaking Board, 32 Roe Lane, Southport, Merseyside PR9 9EA.

EVENTS...

July 11
"Teaching About Humanism": a meeting organized for the Association of RE Teachers in London by the British Humanist Association at Conway Hall, Red Lion Square, London WC1 from 4.30 pm to 7.15 pm. Details from BHA, 13 Prince of Wales Terrace, London W8 01–937 2341 or ATREL, 01-850 1199.

July 28–August 4
International Youth Year Forum at Hedworthfield comprehensive school, Jarrow, at which young people from a number of countries will explore the themes of International Youth Year: participation, development and peace. Details from Mr Les Watson, Hedworthfield comprehensive school, Jarrow, South Tyneside.

July 28–August 23
Strawberry Hill Arts and Heritage Summer School with include a masterclass with John Barton and contributions from Jonathan Miller and Michael Holroyd. Courses include drama, creative writing, art and music appreciation, film, painting, photography and local and London heritage. Details from the Director, Summer School, St Mary's College, Strawberry Hill, Twickenham TW1 4SX.

COURSES...

July 12–14
A weekend workshop on multicultural and anti-racist permeation of subject curricula in teacher education at Didsbury College Site, Manchester Polytechnic. Details from Horace Lashley, the Commission for Racial Equality, Elliot House, 10/12 Allington Street, London SW1E 5EH. 01-828 7022 ext 225.

July 16–17
"An introduction to behavioural approaches with secondary-aged pupils" is the title of a British Association for Behavioural Psychotherapy course on the prevention and management of problem behaviour in the secondary school, for psychologists, teachers, advisers and social workers to be held at the University of Warwick. Details from Mr Rod Holland, Psychology Department, Basingstoke District Hospital, Park Prewett, Basingstoke, Hants. Tel. 0256–473202, ext 4400.

July 29–August 9
The Northern Ireland Committee of European Music Year is holding a summer music school for physically handicapped people at the SHARE Centre in Co. Fermanagh. The course is designed for physically handicapped people aged 14 to 40, who may bring an able-bodied companion. Applicants need not necessarily play a musical instrument. The fee is £90 including accommodation, tuition and outdoor activities. The music director is Richard McNicol and the art tutor, Neill Shawcross. Details from Dr Michael Swallow, 15 Deramore Drive, Belfast BT9 5JQ.

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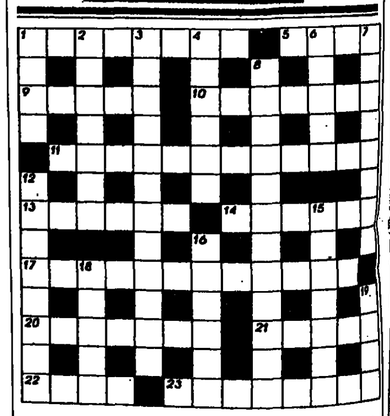

Across

1 Flushing's high-water control (4-4)
5 Mother, I'm seriously hurt! (4)
9 It forms a ring in two ways (5)
10 No women around – it's heavenly! (3, 4)
11 Gate-crasher (9, 3)
13 Modernise a quiet duet, perhaps (2-4)
14 Bloomers are old-fashioned wear (6)
17 Suckers will always buy them (6, 6)
20 A number walk wearily around – it's hard work (7)
21 Make sure your slip isn't showing (5)
22 Contents of the tender's flat (4)
23 A double-first (4, 4)

Down

1 Sunny smile? (4)
2 Its quarters are hardly spotless (7)
3 Invitation to drink for the successful law student? (4, 2, 3, 3)
4 Article in paper is a hoax (6)
6 Mother is upset over our love-affair (5)
7 Make little of (8)
8 Evade duty (5, 3, 4)
12 But bo's an odd sort to get tanned (8)
15 House with a bad and a broken gate (7)
16 Wagnerian heroine that is about to be disposed of (6)
18 Angry as a rodent that is trapped (5)
19 Experienced hair-maker (4)

Solution to puzzle 209

THIS WEEK

COMMENT 2
PRIMARY 6
SCHOOL TO WORK 10
OVERSEAS NEWS 11,12
LETTERS 13,14
DIARY, NOTICEBOARD AND CROSSWORD 18
CLASSIFIED 56

Cutting deep

An HMI report on the county of Dyfed says that cuts have harmed provision and teachers' morale. 3

Backlash

Sir Keith Joseph hits back at his critics over the higher education Green Paper this week 5

Looking on

Platform

Peter Newell on why the Fish report could revolutionize the teaching of pupils with special needs

Tyrrell Burgess argues that an autocratic leadership doesn't suit education 4

Prize winners

Results of *The TES/ECIS* Engineering Essay Competition

Voting with feet

Children confined to wheelchairs in Britain are being sent to Hungary to learn to walk 16

Books in class

Primary 21

Arts/Books

Jessica Savage on the life and work of Marjorie Reeves; Sarah Ray on Cambridge Ballet Workshop and Geraldine Morris on a sixth-form week at the RSH; Hugh Stephenson on Mrs Thatcher; Philippa Davidson previews the National Festival of Music for Youth; John James reviews Red Noses at the Barbican (left) 19–23

Resources/Media

Choosing a synthesizer for the music department: Martin Walley offers some guidelines. Drugs: Nick Baker on television's approach to the

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Twenty years on

On July 12, 1965 – 20 years ago to the day – Anthony Crosland, Secretary of State for Education and Science in Harold Wilson's first administration, issued Circular 10/65 and initiated the centrally-coordinated change away from grammar and modern schools to comprehensive secondary education. In 1965 about 8.5 per cent of secondary pupils attended schools said to be comprehensive. By 1985, this percentage has risen to nearly 90. It has been a long and messy period of transition, punctuated by legislation and counter-legislation. In the first few years, the process was made easier by the fact that there was still a large school building programme and some at least of the new comprehensive schools could be created on green field sites. (It was a matter of fierce controversy that a second circular – 10/66 – reinforced the pressure on reluctant local authorities by making clear that the DES would use the control of building programmes to favour authorities which were going comprehensive and to penalize those which weren't.)

The concerted move towards comprehensive schools was the result of political intervention by groups within the Labour Party, most notably the Socialist Education Association. While there was already a clearly recognizable trend against selection at 11 and a small but slowly growing comprehensive sector, the educational establishment had remained more or less neutral on the matter. Most of the teachers' unions were unwilling to commit themselves on one side of the dispute or the other. The local authority associations had no common view. The Newsom Committee which had reported on *Half Our Future*, had contrived to complete a full study of "the education of children of average and below average ability" without expressing any firm view on secondary reorganization, preferring instead to assume that the educational needs of the pupils would be the same whatever the system of school organization.

The political arguments for comprehensive education were of two kinds. On the one hand, they concerned equity and justice: selection at 11 seemed to discriminate unfairly against slow developers and children from less advantaged homes, and it was assumed that to be offered a place at a secondary modern school was to be given an inferior form of schooling. On the other, they envisaged the comprehensive schools as social institutions in which all would benefit from a cross-fertilization of ideas and experience, and that this would make for more harmonious relationships between social classes and wider opportunities of academic and practical studies for pupils of all abilities.

Naive as these hopes may have been, they were reinforced by a range of practical arguments. The evidence of the limited reliability of the 11-plus selection procedures was telling. Middle-class parents clearly were not prepared to accept the secondary modern school if their children "failed" at 11. The increase in O level courses in sec mods, far from making them more acceptable, simply showed that overlap was necessary and possible: if it was possible with the limited resources of the secondary modern school, why not in a comprehensive? The *de facto* (and soon to be *de jure*) raising of the school leaving age also cast doubt on the need to make such important decisions at the age of 11.

What has happened since 1965 has done little to sustain the political arguments for comprehensive education, while the practical arguments have gathered weight.

Few people can have concluded that comprehensive schools have proved effective engines of social integration. And it is not possible to prove or disprove the arguments about equality and justice because the secondary modern school was never allowed to develop to its full potential. Moreover, within a few years of the issuing of Circular 10/65, the political activists who in the mid-1960s saw the comprehensive school as their chosen instrument of social reform, had begun to lose interest and turn their attention to other aspects of social policy.

But in practical terms, the comprehensive policy had a momentum of its own. Half measures which perpetuated the co-existence of grammar and comprehensive schools offered no long-term answer, and the few attempts to reconstitute a selective system have been extremely unpopular locally. Not surprisingly the educational community, for its part, has come to value continuity above most other administrative considerations. Politically-inspired chopping and changing stands in the way of the evolution of sensible policies which recognize the realities the schools have to deal with.

In curricular terms it has taken a long time to get to grips with the logic of comprehensive reorganization. For many years the curriculum debate reflected a widespread desire to concentrate on structure while pretending that content could be left unchanged. It is to Sir Keith Joseph's credit that he is the first minister to challenge this, but even he has not freed the discussion of the common curriculum of all its uneasy ambiguities. Such ambiguities are no doubt unavoidable in schools which exist in the shadow of a higher education system which is élitist in the best and worst sense of the word. A common curriculum is not easily compatible with a system of higher education which puts supreme importance on the schools' sorting and sifting functions.

Twenty years on, many of the topics raised by the Newsom Report remain highly topical – the Technical and Vocational Education Initiative is only the latest and most dramatic attempt to address them. It is clear now that there is no going back to a tripartite or bipartite system: but questions of differentiation – how much, when, by what method – remain very much on the agenda.

The immediate focus of this is centred on the common area where secondary school and further education exams and curricula converge and, in particular, the attempt to create 14–19 courses orientated towards FE to match those traditionally guided by GCE O and A levels. The comprehensive principle now demands that these efforts should bear fruit and that the quest for an alternative route, frustrated over and over again in the last 100 years by the confining strength of the academic tradition, should at last be successful. If this is so, another and more fundamental reform of A levels and the sixth form cannot be indefinitely postponed.

Second opinion

Unwelcome messenger

In its short life so far, the Audit Commission has published around a dozen reports; so we have some experience of the way people react to criticism and constructive suggestions for improvement! Invariably, the instant reaction of the special interests involved – whether in central government or locally – is depressingly similar: shoot the messenger bearing the unwelcome news. The latest report, *Obtaining better value from further education*, has proved no exception. NATFHE claims that a 7 to 8 per cent improvement in lecturers' productivity, which is what is implied, is "an accountants' pipedream and an educationists' nightmare". Even respected figures like David Humphreys (*TES*, June 28) rehearse the stereotype of the accountant who knows the cost of everything and the value of nothing.

All this is disappointing. More important, it is at least questionable whether it serves the wider interests of further education at a time when Britain provides for a smaller proportion of our school-leavers (500,000 of whom are unemployed) than many of its competitors. Defensive reactions inevitably mask the very many examples of good practice and imaginative local initiatives to which the Commission draws attention. They obscure the considerable achievements of the service over the past few years, which are also described in the report. And, perhaps most damaging of all, they ignore the reaction of the paymasters of local government: the taxpayers.

The professional reaction is doubly disappointing to the Commission because it might be thought that the prospect of extending the undeniable benefits of further education and training to over 8 per cent more students would be generally accepted as an improvement in the value or effectiveness of the service.

David Humphreys does indeed find the Commission's comments helpful in a number of respects but claims that the auditors have addressed themselves only to economy and ignored efficiency and effectiveness.

Mr Humphreys' views on the value and importance of the further education service's role in meeting the country's needs in the "world of work" are amply echoed in the report. So why is he unhappy with it?

He asks whether value is to be assessed in examination successes, knowledge and skills acquired, employment gained or life-long earnings potential? Yes, of course it is. The author, however, is not so sure. "There is surely more to education", he asserts. Who would disagree? Certainly not the Audit Commission.

Though he agrees that the "Audit Commission is right to urge a review of conditions of service in further education", David Humphreys is critical of (his reading of) the detailed findings which justify the conclusion. The Commission is repeatedly castigated for claiming "savings". In fact, the report refers to "savings" only three times in 46 pages, and the Commission is claiming nothing – simply reporting what local authorities have agreed.

What we do suggest is that improved value could be obtained from further education without overstraining existing resources. How this is to be achieved will depend upon the local situation; the Commission is not in favour of rigid application of benchmarks or norms. In fact, all the measures needed to achieve the improvement suggested in the report have already been introduced in many colleges and polytechnics.

David Humphreys calls for the development of a total audit of both effectiveness and efficiency. This seems an eminently constructive suggestion; the Audit Commission would be happy to discuss detailed proposals.

Jack Sprigg

Jack Sprigg is a senior manager with the Audit Commission.

COMMENT

Peers turn up trumps

Once again the House of Lords has done the right thing. The amendment successfully moved by Lady David at the Report stage has wrecked the Corporal Punishment Bill: or to put it more properly, it has turned it into an abolition Bill, instead of one to create two classes of children, one beatable, one unbeatable, in British schools.

The Government is embarrassed but can hardly be surprised by what has happened. It was faced with a dilemma caused by the Strasbourg judgment – a judgment which as Lord Denning (who, it should be noted, came out strongly in support of the abolition amendment) pointed out, was based on a barely plausible interpretation of the words of the European Convention. The absurd and unworkable compromise which has now been voted down was the result of the Government's attempt to avoid being forced into line with the rest of Europe on the basis of such a dubious legal interpretation.

But while it is not difficult to see why this ridiculous Bill came about, it is extremely hard to see why a majority of MPs, and more than 100 peers voted for it. There it is, however; at the appropriate time, their Lordships spotted the Emperor's nakedness.

Sir Keith Joseph now has to decide what to do about this amendment and its consequences. The lack of conviction behind the Bill in its original form was painfully obvious. What the Government should do now is to say: "We've done our best to satisfy that large non-party section of public opinion which believes that corporal punishment should be retained, but we failed in the House of Lords because the Government's whips would not satisfy the Court ruling appeared to a majority of their Lordships (as it appears to all the teachers' associations, to the educational administrators and to the rest of organized educational opinion) to be defective. In the circumstances the best thing we can do is to accept the inevitable."

It is quite possible that other judgments from the European Court will come down against corporal punishment altogether, rendering the laborious search for an inequitable compromise a waste of time. What is important now is that the Government should recognize that the abolition of corporal punishment needs to be treated positively not just negatively. The schools will need support. Those which have, regrettably, relied too heavily on the cane, will need help in developing better ways of dealing with disruptive pupils. More suspensions are certainly not an adequate response.

Polite disbelief

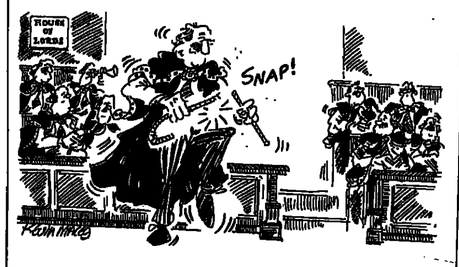
Sir Keith Joseph had a polite but rather uneasy hearing at Tuesday's one-day conference on the Green Paper on *Higher Education into the 1990s* at the London University Institute of Education. The conference, organized by the Society for Research into Higher Education and *The TES* (page 5), produced the first major opportunity outside Parliament for Sir Keith to defend himself against the avalanche of criticism to which he and his Paper had been subjected.

As one percipient overseas observer pointed out, to get the measure of the Green Paper you have to read the words *and* the music. As Sir Keith showed by various quotation of the Green Paper's repeated references to the humanities and their cultural importance (and even, on occasion, their vocational utility), the Green Paper contains the words which can be used to defend the Government against the charge of philistinism. But not the music: the music is all about the changes needed to subordinate higher education more effectively to the demands of economic effectiveness.

Sir Keith made his pitch quite effectively, coupling every reference to the humanities with a bow towards "rigour", and carefully underlining the Green Paper's qualified enthusiasm for wider access and continuing education by insisting that in all cases the prospective benefits had to justify the cost to the the taxpayer.

Christopher Ball, at his most diplomatic, did his best to find good things to praise, before concentrating his criticism on these last two topics – access and continuing education. He welcomed the Green Paper's nod to continuing education, even if the suggestion that stringent tests would be needed to justify more public money cast some doubt on its sincerity.

The underlying criticism of the Green Paper, which cropped up again and again, concerned resources: the rhetoric was all very well, but the resources were predetermined by Government policies for public expenditure and it might have been better to come clean about this. In so far as it purported to show how the Government thought demand for higher education should be met, the Green Paper maintained the pretence that demand is the product of some sort of free market when in reality it is "managed". Without some discussion of this management, the debate is pretty empty. This points up the delay in producing any discussion of grants/loans, and it also underlines how different everything would begin to look if the education of nurses were taken into HE.



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"The argument I find hardest to stomach is that they say they have no alternative – that is always the argument of the tyrant."
Anthony Beaumont-Dark, MP quoted in the Birmingham Evening Mail, *June 11, 1985.*

NEWS

Emergency budget restrictions draw scathing criticism from HMI

Cuts have left Dyfed in crisis, say inspectors

by Bert Lodge

A scathing report on how cuts have affected the Dyfed education authority has been compiled by Her Majesty's Inspectorate.

The "constant atmosphere of crisis" in recent years, including emergency cuts in the budget twice in the middle of a financial year, makes it impossible to run the education service in Dyfed efficiently, says the report.

Only with financial help from parents and the community was provision maintained in 1983–84 at somewhere near previous levels and then not entirely, the report says. As to 1984–85, reductions of 10 per cent and 20 per cent respectively in the capitation of secondary and primary schools must have allowed little scope for forward planning and exacerbated "an already tight resource situation".

The authority has a bilingual language policy for primary schools with the aim that all pupils leave for the secondary school with a reasonable facility in both languages. But some schools, particularly in urban areas, have failed to make adequate provision for Welsh.

The report is based on evidence accumulated by HM Inspectorate during 1977–84. Each year, inspectors visited 30 per cent of about 400 primary schools, 90 per cent of 35 secondary schools and all the six colleges of further education and one college of art.

In further education, they found a shortage of finance which has persisted since reorganization more than a decade ago. Non-vocational FE has been reduced to a skeleton service. "The examples of good practice cannot compensate for its overall insufficiency."

The inspectors acknowledge that Dyfed has a difficult task. Communities range over wide social, linguistic and cultural backgrounds and over a wide geographical area, much of it sparsely populated. The geography results in a large number of small schools. Moreover, the coexistence of two languages requires complex organizational patterns in schools or separate provision for bilingual education in designated bilingual schools.

Extra financial demands are made on the authority by having to provide both Welsh and English-medium education in small schools. This also presents formidable organizational and pedagogical challenges. Small secondary schools require a more favourable teacher-pupil ratio than larger schools and bilingual provision necessitates both English and Welsh medium resources.

Yet there are advantages in Dyfed. "Scholarship and learning have (traditionally been held in high regard in all areas of Dyfed, particularly so in some areas, and interest in schooling has remained strong. The majority of parents are supportive of education. Schools are almost invariably orderly communities where the ethos is conducive to learning".

At secondary level, while there are some opportunities for exploratory investigatory work, especially in the early years, pupils are too often passive recipients of information rather than active participants in their own learning.

At both primary and secondary level, a worrying feature is the inconsistency in the quality of provision both between and within schools. "Teachers' awareness of general and specific educational developments is variable. This has not been helped by the curtailment of in-service training during the last few years and the absence of an overall strategy for staff development based on identified need."

Mr Jack James, chairman of the education committee, said: "We have been making representations at the highest level for some years about the under-funding of the education service and here we have an independent body, HM Inspectorate, confirming what we have been saying.

"But there is much in the report that pleases us. Dyfed examination results are considerably better than the average for Wales as a whole and the authority is commended for its provision for children with special needs.

Education provision by Dyfed education authority. Report by HM Inspectors. Copies from the local education authority or the Education Department, Welsh Office, Cathays Park, Cardiff.

Raymond Honeyford: decision-maker challenged.

Heads take Honeyford case to High Court

The National Association of Head Teachers this week called for any decision on the future of Mr Ray Honeyford, the Bradford middle school head suspended after a race-relations row, to be taken out of the hands of Mr Norman Roper, the assistant director of education.

The association has also applied to the High Court for a judicial review of the case, a move which led to the indefinite postponement this week of a crucial meeting arranged for Wednesday between Mr Roper, Mr Honeyford and Mr David Hart, NAHT general secretary.

The final decision on Mr Honeyford's future lies with Mr Roper. But his position is "plainly untenable", the NAHT said this week in a letter to Mr Gordon Moore, Bradford chief executive.

"Not only did he (Mr Roper) formulate charges against Raymond Honeyford but he was part of the 'prosecuting team' which presented the case against the head at the governors' hearing and he also gave evidence in support of the complaints."

The NAHT has also challenged the city council's interpretation of the articles of government for the school and of the procedures relating to suspension and dismissal of a head in its conditions of service.

The letter says that when the governors recommend reinstatement and not dismissal as in this case, that is the end of the matter and the review procedures involving Mr Roper have no application.

Modern languages survey to be dumped

by Biddy Passmore

The government-funded survey of pupils' performance in foreign languages, the first fruits of which were published last week, is to be dropped after three years.

The Department of Education's decision is expected to cause a storm of protest at next Friday's meeting of the consultative committee of the Assessment of Performance Unit, which advises the Government on the unit's research.

The survey, the first ever national investigation of the achievement of pupils of all abilities, is one of a series commissioned by the Department of Education's APU. The others – in English language, maths and science – are all running for five years.

In modern languages, only the French study is to be continued for three years. German and Spanish are to be dropped now, after one year.

A DES spokesman said ministers believe the researchers should concentrate on "milking the data dry" and presenting the findings clearly, rather than producing more data. The results of the other surveys had differed very little from year to year, he said.

Dr Clare Burstall, director of the National Foundation for Educational Research, which has been conducting the modern languages survey, said the apparent absence of follow-up studies meant a great deal of expensively developed data and test material would be wasted.

New ACC leader chosen

Independent Welsh councillor, Mr Arthur Harries, has succeeded Mr Philip Merridale as education chairman of the Association of County Councils.

But Mr Merridale, the Conservative education chairman of Hampshire, was elected vice-chairman. Last week, he resigned as leader of the employers' side in the teachers' pay negotiations.

Mr Harries, from Dyfed, has been a county representative on the ACC's education committee. Until last week he was chairman of the Welsh Counties Joint Education Committee.

Labour refused to nominate their education spokesman, Mrs Josie Farrington, for the ACC's education chair. Although Labour is the largest party on the ACC, it is not taking any chairs because of the appointment of a Conservative as executive council chairman.

SHA joins call for separate talks

Continued from page 1

tween claim and offer. They also accepted the pay data working party report – showing teachers' pay had declined by more than 30 per cent since 1974. Both sides agreed that Government targets and penalties on l.e.a spending had frustrated a settlement.

The teachers wanted to include a paragraph in the statement saying: "The representatives (of both sides) recognise that the offer of a 5 per cent increase from April 1 is patently inadequate to produce a settlement from April 1, 1985. To resolve this, there is a requirement to include in the settlement a significant element towards the recovery of the decline identified by the pay data working party. In order to seek additional finance from central government to meet the costs of such a settlement, the teachers and employers will, on the conclusion of this agreement, seek an urgent meeting with the Secretary of State for Education and Science."

The management wanted this clause to read: "The representatives recognise that the offer of a 5 per cent increase from April 1 is inadequate to produce a settlement for 85/86. We have concluded that an appropriate

Sir Keith Joseph: said to be interested in a separate negotiating forum.

level of renumeration for teachers for 85/86 can be achieved only by a commitment from government through the release of additional finance.

"Additionally, the representatives acknowlege the need to produce the circumstances whereby a start can be made towards the recovery of the decline identified by the pay data working party report, as well as the commitment to deal urgently with longer term needs of the service and the structural problems and anomalies inherent in the present Burnham report. In order to seek the necessary additional finance from central government, the teachers and employers will on the conclusion of this meeting seek an urgent meeting with the Secretary of State."

It soon became clear that the two statements were irreconcilable and so the joint approach to Sir Keith did not take place. Meanwhile, strike action by members of the NAS/UWT resumed this week in 43 l.e.a.s.

● In a secret ballot on the Government's plans for bonus payments for civil servants, HMIs belonging to the First Division Association have voted overwhelmingly against the payments. Of its 481 members, 297 (88 per cent of those voting) voted against the payments and 25 (7 per cent) voted in favour, 17 did not indicate a preference and there were nine spoilt papers.

The Association of HMIs (the FDA branch covering HMIs) has now formally written to the Department of Education and Science, detailing the results of the ballot and asking if HMIs can be exempted from the scheme.

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PLATFORM

Has the revolution started at last?

Peter Newell (left) argues that the Fish report has cut through the compromise and confusion caused by the Warnock Report and the 1981 Education Act. If local authorities give it the attention it deserves the lives of thousands of youngsters with special educational needs could be improved immeasurably.

John Fish likes to think of his report *Equal Opportunities for All?* as evolutionary; a logical development of his own work and thinking. But if it is given the attention it deserves, and not only in the education system, its effects could be revolutionary for the many thousands of children and young people currently segregated on grounds of disability or significant difficulty.

Chairing a committee whose membership had, at the beginning, a potential for total disagreement on the central issue of ending segregation in special education, John Fish was determined to produce a unanimous report. He did so, to the credit of his colleagues and himself, by achieving agreement first on a set of basic principles. These are presented with a clarity which should cut through the compromise and confusion caused by the Warnock Report, and the 1981 Education Act, and ensure that discussions on these issues are never quite the same again.

The Warnock Report, as Lady Warnock herself has since testified, fudged the issue of integration as a matter of policy: while there is general support for the movement of an 'increasing proportion' of children with special educational needs into ordinary schools, the report's chapter on Special Education in Special Schools nevertheless begins: "We are in no doubt whatever that special schools will continue to feature prominently in the range of provision for children with special educational needs." In the light of Fish, a report commissioned by the Inner London Education Authority, it is ironic perhaps that this paragraph goes on immediately to quote the evidence Warnock received from the ILEA. This guidance affirmed that "in many respects the special school represents a highly developed technique of positive discrimination." John Fish was a Warnock Committee assessor.

In the context of the principles in the Fish Report – of equal access to equal opportunities, anti-discrimination and truly "comprhensive" comprehensive schools, that view is no longer respectable. "The aims of education for children and young people with disabilities and significant difficulties are the same as those for all children and young people . . . Disabilities and significant difficulties do not diminish the right to equal access to and participation in society." And so "all those responsible for providing services to children and young people, whether or not they have specific responsibilities for those with disabilities and significant difficulties, should accept the aim of integration for all."

Warnock hinted at the relative nature of handicap, but Fish fleshes out the concept unambiguously: "Disabilities and difficulties become more or less handicapping depending on the expectations of others and on social contexts. Handicaps thus arise from the mismatch between the intellectual, physical, emotional and social behaviour and aspirations of the individual and the expectations, appropriate or otherwise, of the community and society at large. Individuals with disabilities or significant difficulties may be handicapped by their own attitude to them and by the attitude of others. Of equal significance, the degree to which the individual is handicapped is determined by the educational, social, physical and emotional situations which he or she encounters."

Following on from Warnock, the 1981 Education Act gave fudging a legal framework – putting the principle that all children with special educational needs must be educated in ordinary schools into section 2 of the Act, and then rendering it entirely ineffective by adding four conditions which must be satisfied before these young people – around 175,000 as the Act came into force – can earn their place in mainstream institutions. The Act also maintains some examples of direct discrimination against these young people and their parents – the requirement to get permission before withdrawing from a special school, and the powerless nature of appeal committees hearing special educational provision appeals.

And the definitions in section 1 of the Act could have been designed to demonstrate that handicap is a relative concept – a child has a learning difficulty if "he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided in schools, within the area of the local education authority concerned, for children of his age."

In Fish, there is no sign of fudging either in the basic principles, in the context of which the committee want the whole report to be considered, or in the bold-type major policy recommendations. Here and there in the body of the report there are signs of the tensions which existed within the basic agreement on principles. For example the suggestion, unexplained, that "some special schools may continue to be necessary", and the rather weak recommendation made "more in hope than expectation", that when residential places are needed, they should allow young people to retain close links with their homes, local communities and local services'. (In this last case, the weakness arose, apparently, from an acceptance of the present inability of social services to fulfil their obligations; but surely the principle is that education authorities should not be providing substitute homes any more than social services should be providing education.)

Challenged on which special schools might continue to be needed in the longer term, John Fish says that in his (extensive) travels, he has yet to see acute psychiatric patients, or highly disturbed, acting out young people, meaningfully integrated. Neither he nor, he believes, his committee were thinking of any other categories which might justify segregation in the longer term. It is hard to see the justification for even this tentative "line-drawing", given the committee's starting point. The fact that some young people will need hospital-based treatment at least for short periods does not justify institutionalizing the separation of their education.

In a similar way, John Fish found it necessary at the launching press conference for his report to say that "we are not telling ILEA to close all its special schools". While it is true that no such specific recommendation can be found, the report does say that any persisting segregation "should be seen as an interim solution resulting from an inability to achieve these long-term aims, and not as a long-term solution compatible with the comprehensive principle". The motive is undoubtedly reassurance, an attempt to defuse the defensiveness of some sectors of special education, to carry along with the basic arguments those whose much needed skills and commitment are at present applied in separate schools, or in support of the separate system.

The report sets out with sensitivity the central role which these people will have – should have – in framing their own integrated future; indeed they are well-placed to become effective advocates for integration, and as such the fiercest critics of those aspects of "ordinary" schools which currently cause so many special needs, schools whose physical, social and educational contexts so often add to disability and difficulty.

Teacher union reaction to the report has so far concentrated on resource implications – segregation in itself has ceased to be something that many people feel able to defend; but they can and do argue that integration must follow consultation, and that it must be dependent on adequate resources being made available.

Such statements are in themselves discriminatory. Why should young people with disabilities and significant difficulties have to wait their place in mainstream education on grounds of resources? The implications of Fish's insistence on equal access to equal opportunities are clear for any local education authority which accepts the principle: if it decides that additional funds are required for implementation, the authority must either raise the funds or, if it is operating post-rate-capping within a fixed budget, it must re-examine and redistribute that budget from an equal opportunities perspective. (Fish, incidentally, hints that its desegregated future may be no more expensive – asking for an ILEA commitment to maintain "at least the same percentage of any budget to meeting special educational needs, and of course arguing that resources released by 'changes' in special school provision should not be lost but used for support of comprehensive schools.")

Fish also suggests that parents' unique contribution should be given "equal weight" in assessment and decision-making, the logical interpretation of partnership. But the report does less than justice to young people's own views – what is their weight in decision-making? It is one of the few questions which Fish's basic principles do not answer.

But they do provide a philosophy and set of ground rules against which all l.e.a.s – and social services and health authorities – can measure their existing provision. Whenever they are not taken seriously and applied, young people with special needs will continue, as the report underlines, to be marginalized.

Peter Newell works at the Children's Legal Centre. Equal Opportunities for All? *will be on sale from August 1 from the Order Processing Department, ILEA Centre for Learning Resources, 275 Kennington Lane, London SE11 5QZ. For ILEA employees the price is £5 plus 50p; for others £8 plus 80p p&p.*

The shaky foundations of an 'architectural' approach

Educational leadership is not a matter of knowing best and telling others what to do, Tyrrell Burgess argues. Rather it is about creating a climate in which people are eager to tackle problems themselves.

"There are basically," said the then Secretary of State, "two attitudes to organization. One is to build up a structure which you believe is right – it might perhaps be called the architectural approach – and oblige people to work within it. The other is to go for a network of living institutions – call it the organic approach – where there is room for adaptation and experiment. I am myself convinced that the organic approach is better. It suits our way of life in this country. For the architectural approach you must be sure you have all the right answers, whereas good ideas can come from any part of the service at any time."

Margaret Thatcher's ruminations at the North of England conference in 1971 read oddly today, when people in education are more and more conscious of a "structure" designed and imposed from above and within which they are "obliged" to work.

The present Secretary of State must feel he has "all the right answers" since he is urging them with vim even in matters where his predecessors were more reticent. "Architecture" in education is all the rage, in everything from finance to curriculum. How is it that Mrs Thatcher comes to be presiding over, and indeed supporting, an approach which is the opposite to that which she prefers?

It is no new experience for her. She was one of the few politicians in the early 1970s who preferred selection at 11 plus: yet as Secretary of State she approved more schemes for abolishing it than any other. She manages a unique combination of knowing what she wants, holding to it with stubbornness and failing to get it. What goes wrong?

Michael Locke, John Pratt and I are publishing a book this week* which suggests an answer to this question. It is a study of the institutional revolution that followed the White Paper of 1972, in which the distinctive colleges of education disappeared and the colleges and institutes of higher education emerged.

We show how the deed was done, what happened to the institutions and what effect this had on the kind, quality and interests of their students (the data here are unique). We test our own theory of "academic drift". And we ask, what became of the organic approach?

The short answer is that it was always somewhat bogus. If living institutions are to adapt and experiment they need circumstances which enable them to develop habits of initiative. This they lacked. Initiatives were things that were taken elsewhere. Forecasts of student numbers were changed annually: civil servants had a view of each and all of the colleges against which proposals were measured; the administrative structure was determined centrally, and Government control increasingly pervasive. In reacting to sudden and often arbitrary pressures the colleges themselves had little leisure to produce the "good ideas" which an organic approach was said to make possible. What is more, if an idea had emerged, the central Department was ill placed to recognize it or know what to do with it.

Thus it was that the organic approach became architectural, with the establishment of the National Advisory Body in 1982. This experience of the colleges was not untypical. The schools are also finding that they are so distracted by central initiatives that serious thought about their proper responsibilities is becoming daily more difficult. For them, as for the colleges, "planning" has meant doing your best in face of a series of nasty surprises. Of the many causes of demoralization in education, this growing sense of being merely victims is particularly important. Is there any remedy?

A first step would be to realize that we are not limited by Margaret Thatcher's bleak alternatives. The world is bigger than she thinks and holds more possibilities than she can imagine.

One of them is the constitutional approach. Let the Secretary of State concentrate on his proper job – of promoting the education of the people and the progressive development of institutions devoted to that purpose, by the means provided for him in the Education Acts. This does indeed leave initiatives where they rightly belong, for example in the schools for curriculum and in the local authorities for provision.

The objection to what has been happening recently is that raised by Mrs Thatcher, too, the architectural approach is assumes a monopoly of wisdom at the centre which is simply unattainable. The authors of the Education Act 1944 were wiser: they left important decisions to those who had some chance of knowing what they were doing. This is how good ideas can come from any part of the service at any time.

The key to this approach is to distinguish between problems and their solution. National governments are required by their electorates to tackle national problems. It is necessary for governments to say what those problems are and to find the most apt means by which solutions might be found. It is usually a mistake, however, for governments to decide what these solutions should be. For example, it may be thought that Britain has a need to increase industrial competitiveness. It is right that the Government should identify such a problem. But its attempts to formulate a solution must end do fail: the people *it is* institutionally set up to hear are established (in the past) not creative, and the business of getting an idea adopted is so time-consuming as to induce obsolescence. It is individuals and institutions who can respond, and all administrative devices – legal, administrative, financial – should encourage them to do so. This is true even of the management of adversity. Local authorities that have penury centrally foisted upon them are coming to see that the way to avoid educational disaster is to rely on the self-management of schools.

Educational leadership is not a matter of knowing best and telling people what to do. Rather it is about persuading people that there are problems to be tackled and creating a climate in which they are eager to tackle them. For this purpose the law and traditions of English education are more friendly than recent approaches, whether organic or architectural.

** The Colleges of Higher Education, 1972 to 1982; the central management of organic change; Michael Locke, John Pratt and Tyrrell Burgess: Critical Press, 58 Sandilands, Croydon CR0 5HD. £12.95.*

Tyrrell Burgess is reader in the philosophy of social institutions at the North East London Polytechnic.

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(173)

NEWS

Study backs classroom observation of teachers

by Mike Durham

Classroom observation of teachers at work is essential if any scheme for teacher assessment is to succeed, according to a report published this week.

The 150-page study, compiled by a team from Suffolk l.e.a. and paid for by the Department of Education and Science, has been studied by Sir Keith Joseph.

Among other conclusions, it argues strongly against the introduction of merit pay and calls for a significant overhaul in other areas of the education service in order to make appraisal "cost effective".

It warns that a teacher assessment system introduced on a national level, as contemplated by the Education Secretary, would be expensive in terms of time and money. But it would be justified by the results.

The Suffolk study offers guidelines for the establishment of appraisal schemes at local and national levels, but does not offer a model system.

Classroom observation, the study says, must be "seen to be central to the process of appraisal". It proposes observations by trained appraisers – normally the teacher's own head of department or head teacher.

"Many teachers express unease about this, feeling that observers are an intrusion into the classroom, their very presence changing the situation.

"Observational data must be gathered with particular care and on more than one occasion. Teachers *must* have confidence in the fairness of the process," it says.

"Training will be essential to ensure that appraisers become skilled observers: it cannot be assumed that good teachers will necessarily be good observers. Teachers and appraisers need to see observation in a constructive way."

Observation should be followed by an informal interview of at least 45 minutes to establish teachers' views of their own performance, and ways of improving it.

"The teacher's interests and aspirations should be given attention, and the discussion should then move into a consideration of suitable targets for the following year.

"Above all, the focus should be on performance in the defined job rather than on personality."

Teachers could look forward to developing their long-term professional skills, as well as more immediate results – such as being sent on a course, invited to visit another school or attached to a team teaching project.

But the study comes out strongly against "merit pay" linked to appraisal, either in the form of a cash bonus or automatic promotion through the teaching grades.

The researchers studied merit pay schemes in large companies and some schools in Europe and the United States and concluded it would be divisive and counter-productive.

"Merit payments, of necessity, involve grading people on some scale of performance values. . .these assessments can lead, at best, to disappointment, and at worst, to resentment and demotivation amongst the workforce. . .

"Critical self-assessment is not easily achieved from an individual if an adverse result in the form of a lower-than-expected salary is a possibility."

The study says most teachers believe their salaries and working conditions to be poor. A merit pay scheme, they say, would work only if salaries were already at an adequate level.

One scheme in the US impressed the researchers because it rewarded highly-regarded teachers and there were no quotas – every teacher who met the criteria received a bonus.

But the cost of such an "open-ended" commitment would be too high to be acceptable to the Government or local education authorities.

Other problems of merit pay schemes include the danger of creating a breed of "super-teachers" in parents' eyes.

"The differentiation of teachers into 'superior' and 'competent' categories is quickly perceived by the public rather as 'successful' and 'unsuccessful'.

"There is then a demand from parents for their children to be taught only by the 'superior' teachers in the school."

But the study recommends rewarding teachers in ways which do not involve money – such as with sabbatical leave or teacher fellowships. It recommends pilot studies of both ideas.

And the researchers urge the notion of "corporate reward for corporate excellence", with schools being rewarded for achieving annual objectives.

It would encourage a team approach, provide support to competent teachers in the context of a whole school, and bring peer group pressure on less successful ones.

"The scheme's greatest potential advantage is that it would provide a vehicle for a cohesive pattern of national education, which in some instances could flow all the way from the Secretary of State, through the l.e.a.s, to every classroom teacher."

At the opposite end of the scale, teachers who "fail" their appraisal should not be punished or disciplined directly as a result, the study suggests.

To do so would undermine the value of appraisal as a tool for critical self-assessment. Instead, the appraisal should provide a framework to pinpoint and overcome weaknesses in a teacher's work.

Poor teachers would be offered support and training. Only after several periods of intensive support, monitoring and training would more formal disciplinary procedures be invoked if the teacher's work was still unsatisfactory.

The cost and time implications of a fully-established scheme could be enormous. To train the "appraisers" alone would entail more support staff, and allow less time for teaching.

The study recommends three-day training courses for heads of department, followed by annual one-day refresher courses. They suggest a "professional development day" in every school.

Head teachers, education officers and l.e.a. advisers involved in appraisal would have to be released from administrative duties by engaging more support staff.

The study suggests that the appraisal itself would take eight to 12 hours per teacher, per year. Appraisers might spend anything up to half their time in school carrying out the task.

The study cites one scheme in the US which cost $200,000 to set up and has a running cost of $1,000 a year for each teacher.

The appraisal study team is now recommending that field trials must be carried out to work out practical guidelines for setting up a system.

One of the team, Mr Wilf Horsfield, head of Westbourne High School, Ipswich, said: "We think field trials could begin in 12 months and last for three years. A full scheme could be in place in four or five years.

"It will be very expensive. But it would be worthwhile. But we would have to look for savings by greater efficiency elsewhere in the education service for it really to be cost-effective."

Sir Keith Joseph has welcomed the report and called for teachers and local authorities to begin talks with the DES on a pilot project.

He said the Government would make available resources for fieldwork in education support grants.

The National Union of Teachers also praised the report and said it was prepared to enter tripartite talks on setting up an assessment project.

Mr Doug McAvoy, the NUT's deputy general secretary, said the Suffolk study gave "welcome confirmation" to the union's view that merit pay was unacceptable. "It is heartening to note that wherever merit pay is introduced or studied, it has been given a resounding thumbs-down," he said.

Precocious 13-year-old Ruth Lawrence, who gained a first-class honours degree in maths in two, instead of three, years from Oxford this year, coming top out of the 192 candidates, intends to stay at the university to concentrate on research.

Ruth, who criticizes her fellow students for not working hard enough, won an open scholarship to St Hugh's College at the age of 10.

University applicants adopt direct approach

Three-quarters of the last-minute applicants to university who get a place through "clearing" are now simply confirming an informal offer made to them over the telephone, careers teachers were told this week.

Mr Richard Skerrett, chief administrative officer of the Universities Central Council on Admissions, said that the number of direct approaches to universities by would-be students after A level results was growing. But he urged schools and candidates not to telephone university admissions officers for at least three days after the results were published.

Mr Skerrett was telling teachers how UCCA worked at a conference on university applications at Essex University. He said 15 per cent of all the applications forms UCCA received had something wrong with them, such as miscoding of universities or courses or illegibility.

Reminding his audience that forms were reduced in size before being sent to universities, he said references should be clearly typed. Some schools appeared to be economizing by typing all their references with one ribbon, he said.

He also urged schools not to ask for more forms and booklets than they needed and said they should establish one point of contact with UCCA. Sometimes six or seven individuals each thought they were ordering for the whole school.

For home candidates applying from schools there was no point in missing the December 15 deadline for applications, he said. There was a mechanism for applying throughout the year – the Continuing Applications Procedure – but it was not popular with universities and they did not rely on it. The best time for submitting applications was during October and the first half of November, to allow time for choosing universities and writing good references.

Mr Skerrett caused alarm among some teachers by saying that the new clearing house for polytechnic applications – PCAS – would operate on a "first come, first served" basis.

But Mr Tony Higgins, chief executive of PCAS, told *The TES* that he was advising admissions officers to pace their offers both because it was fairer and because they might otherwise miss good applicants.

Biddy Passmore reports on the Education Secretary's defence of the higher education Green Paper.

Sir Keith rejects charge of philistinism

A wounded Sir Keith Joseph turned on the critics of his higher education Green Paper this week, rejecting their charge of philistinism and suggesting they had wilfuly misrepresented the Government's approach.

The Education Secretary, who was speaking at a conference in London organized by *The THES* and the Society for Research into Higher Education, said:

"The allegation that the Government undervalues higher education, or regards higher education as a merely useful activity in the narrow sense of that term, is a fantasy of our critics".

He claimed that both his own record and the Green Paper itself clearly showed his support for the humanities.

But Sir Keith coupled his defence of the Government's approach with a stern restatement of some of the Green Paper's themes.

He called for a continuing search for better value for money, urged the universities to do more to reassure the public about their teaching and examination standards, and expressed strong support for more selectivity in the funding of research.

Sir Keith also endorsed the Green Paper's view that student numbers will fall by the mid–1990s. But he gave some reassurance to his audience by describing the Green Paper figures as a "starting point" and said they were not a policy beyond the current planning period.

The Education Secretary recognized that quality was under threat "at a time of financial constraint" and that this called for increased vigilance.

But he declared: "It is not enough simply to tell the Government that the maintenance of quality depends upon the provision of any particular historical level of resources".

He was disturbed by his feeling that it was only in the past two or three years that the universities in particular had begun to pay serious attention to their machinery for ensuring quality in teaching and protecting standards.

On the switch to scientific and technological subjects, Sir Keith said it was neither "philistine" nor "naive" to insist upon the contribution of higher education to wealth creation. High thoughts did not depend on prosperity but higher education did depend on public money.

He pointed out that 47 per cent of students in universities and 60 per cent of those in the public sector were now taking subjects outside the sciences and engineering – even though some might be taking highly vocational courses. The Government was talking only about "a change of emphasis" to numerate and technological disciplines.

The Government's commitment to the arts and humanities – "based on a whole-hearted recognition of these subjects when well-taught and conscientously-studied" – was a commitment to the preservation of quality, not to the preservation of the present number of places. He acknowledged, however, that there should be enough of a subject to offer reasonable career opportunities to the very talented.

To the extent that resources were released by falling demand from 18 and 19–year–olds and could be redeployed within higher education, he would give priority to maintaining the science base and developing continuing education, Sir Keith said.

". . . To pretend that the effect of 20 years of only loosely controlled expansion since Robbins has left us with the best of all possible systems, needing only constant injections of money to keep it in perfect condition, would be a mistake," Sir Keith said. "There is much to be done".

Sir Keith's speech did not appear to convince leading figures from the universities and public sector who were taking part in the conference.

Mr Maurice Shock, vice-chancellor of Leicester University and chairman of the vice-chancellors' committee, said he feared the Education Secretary had spoken to little effect.

Rather than blaming the universities' alleged "anti-business snobbery" for Britain's economic failure, there was a much stronger case for laying the blame at the feet of politicians.

Describing the Green Paper as a "mere *réchauffée*" of familiar political attitudes and prejudices he called on the Government now to make a statement of its aims for higher education, with policy to follow.

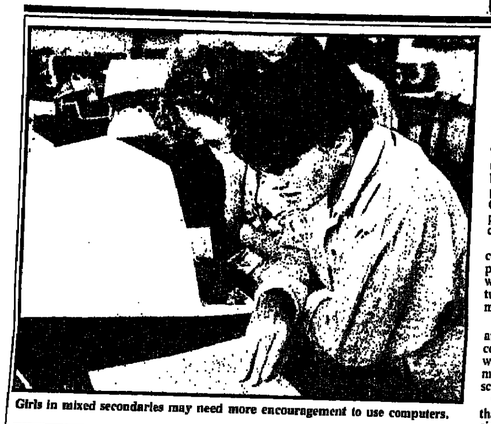
He made a special plea for financial stability; it was surely an admission of political bankruptcy if the Government said it could not guarantee even minimum funds over a period of time.

Mr Christopher Ball, chairman of the National Advisory Board for local authority higher education, welcomed the Green Paper's support for continuing education and broader criteria for entry to higher education.

But he lamented the Government's failure to carry those policies through into higher projections for students.

"Student demand is not a natural phenomenon, like rain," he said. "It is managed." He warned of the "demographic trap" of the 1990s, when the number of 18-year-olds would be falling, but more graduates would be needed to meet the demand from employers and to provide more teachers.

NEWS



Girls in mixed secondaries may need more encouragement to use computers.

Pupils 'must be taught limitations of computer'

Though most pupils may own a computer by the time they are 16, they should be taught its limitations says the Independent Schools Microelectronics Centre, in what it claims is the first policy statement ever on the place of computers in the school curriculum.

The main reason for introducing computers into schools is to prepare pupils for the contact they will have with them later in their lives. It is not to turn them all into computer programmers, the centre stresses.

There is plenty of evidence that girls are just as capable as boys when it comes to using computers (some would say better) and no distinction is made between girls, boys or mixed schools in the statement.

"However, there is some evidence that in mixed secondary school groups, girls may need more encouragement to persist in the face of social pressures."

At junior school level, all pupils should be able to operate a microcomputer and to run a program with the same familiarity and relaxed confidence as they show towards other everyday technology, the report says.

In senior schools pupils at 16 should have experience of using a computer to run progams for a range of applications. They should be able to assemble and organize data for entry into a computer database and be able to use more complex databases such as census data in history, weather data in science or environmental studies or personal records in school administration.

Copies of the policy statement from the Information Officer, ISMEC, Westminster College, North Hinksey, Oxford.

CEO says cuts will cause real damage

by Jane Last

Money for essential books, paper and writing equipment, maintenance of school buildings and the library service is to be cut as Buckinghamshire reduces its education budget by £2,675,000.

When planning the budget the council adopted public expenditure guidelines set down early this year of a 3 per cent increase in pay and 4½ per cent increase in prices.

In view of the teachers' pay dispute, they have recalculated the figures to include a 5 per cent increase in pay and 6 per cent increase in prices. The county council will therefore have to find an extra £3.6 million and calculate education's share of this to be over £2½ million.

"These reductions don't represent removal of fat", said Mr Charles Garrett, chief education officer. "They represent real damage to the services for which the education committee is responsible."

The cuts include a 12.5 per cent cut in school capitation allowances amounting to £458,000, which will severely affect the authority's ability to replace textbooks and provide new equipment for children.

The education general purpose subcommittee has already identified savings of £1,932,000 and meets this week to find the remaining £743,000.

The library service will be cut by £175,000, schools bearing £55,000 and colleges £20,000. The school maintenance programme will be reduced by £300,000 and further education colleges will lose £210,000.

Saving of £164,000 will be made in the areas of ground maintenance, school meals, and delays in filling non-teaching vacancies and youth service workers.

Mrs Gillian Miscampbell, chairman of the education committee said: "We took this step with very great regret knowing the damage it will cause."

New threat to city l.e.a.s

Outer London boroughs and Labour-run big city l.e.a.s would be most affected by a drastic change in the Government's spending target rules likely to be unveiled next week.

According to reports, Mr Patrick Jenkin, the Environment Secretary, is considering revising procedures for penalizing high-spending local authorities.

He is expected to announce the abolition of spending targets. They will be replaced by a new target at the level of the so-called grant-related expenditure assessment (GREA).

This is the figure calculated by Whitehall to be the sum each authority needs to spend to maintain a reasonable level of service. At present, some authorities have been given spending targets much higher than GREA; but many counties have been set targets below their GREAs.

L.e.a.s which would have to make big cuts to meet GREA, would include the Inner London Education Authority, Manchester and Newcastle.

Independence of church schools may be reduced

by Bert Lodge

Recommendations which could lead to church schools losing some of their traditional independence were welcomed last week by the General Synod of the Church of England.

The synod, the Church's "parliament" is made up of over 500 representatives of lay and clergy. They agreed to consider revising the composition and increasing the powers of the 43 diocesan education committees.

This will almost certainly reduce the autonomy enjoyed by aided schools whose governing bodies – two thirds of them nominated by the Church – are responsible for conduct, curriculum and religious education. With the agreement of the local authority, they also control admissions policy.

Local authority administrators have complained for years of the difficulties of sensible cooperation with the Church. Diocesan education committees are large, complicated in construction and have only advisory status. This unsatisfactory state of affairs is described in the document, *Positive Partnership*, adopted last week by the synod and in which revision of the committee is recommended.

"Many local authority representatives . . . are confused by receiving a range of different answers to their question . . . with no apparent source of authority from whom they might expect to receive definitive answers on which future planning policy can be safely based . . .

"The l.e.a. has no alternative but to set about its task piecemeal, assessing the contribution of each church school on an individual basis, often with unsatisfactory results both for the authority and and dioceses as a whole. The situation is bad enough even as things stand now. With increasing DES intervention in the system however, there will be greater need for the Church to be able to respond in a coordinated well thought out manner."

The prospect of more than 2,000 aided schools losing some of their independence will not dismay many of their heads even though governors may object.

In 1981 a group of 20 heads of London church secondary schools published what came to be known as the Allington Statement in which they declared a readiness to have some powers taken from them and vested in the diocesan board of education.

PRIMARY

Work with under-3s 'very valuable'

by Sarah Bayliss

Teachers, nursery nurses, child minders and other staff who work with the under-threes should not consider themselves as inferior mother substitutes. They have a different but very valuable role to play with young children, according to Professor Barbara Tizard, from London University.

Addressing the seventh annual general meeting of the Voluntary Organizations Liaison Council for Under Fives, Professor Tizard said where relationships were strong and stable – characterized by "familiarity, responsiveness and attachment" – staff could become a valuable part of every child's social network.

She said the morale of those working with the very young could be transformed if they were made aware of the research evidence from developmental psychology which had been produced over the past 10 years.

These results showed that children under three were capable of sustaining and benefiting from a wide range of social contacts including relationships with their peers, siblings, fathers and other adults apart from their mothers. The exclusivity of the mother-child relationship and the idea that any separation from the mother was damaging and had no effective substitute was no longer valid.

These networks did not appear to disrupt the mother-child relationship and they appeared to lead to increased cognitive development.

There were strong implications for social policy – given that there were "clear potential benefits" for young children from being part of an extensive network.

For example, the staff in day care facilities should have clear responsibility for particular children and groups of children should be kept as small as possible so they and adults could get to know each other well.

Staff turnover and sickness should be kept as low as possible and research should be carried out to establish the reasons behind high rates of turnover which exist in some child care facilities.

The debate about child care should not put child minders against nurseries, but should ask instead about the quality of the relationships.

During a discussion, Dr Duncan Dolton, a consultant to the National Nursery Examination Board, said that a new in-service course had just been approved by the board, to be run nationwide in 30 colleges to improve the skills of nursery nurses.

One fifth of the course members would not be required to be trained nursery nurses and he hoped that child minders and other under-fives workers would be encouraged to study.

The course, which would start in September 1986, had been tried successfully in 12 colleges and would run for two years, one day a week.

It is intended to meet the criticism that nursery nurses are sometimes too young and undertrained to cope with the sophisticated problems of children and families which they meet in the course of their work.

Dear old nanny ...

Like Mrs Thatcher 10 years ago, Baroness Cox has given warm support to the "old-fashioned nanny".

The opportunity arose while she was answering a question in the House of Lords last week about whether society's recognition of the training provided by the National Nursery Examination Board was adequate.

Lady Cox, herself a former state-registered nurse, side-stepped that issue, although she said the training was "very good".

All this talk of training and qualifications was clearly too much for the 87-year-old Labour peer, Lord Leatherland. Did the noble Baroness think there was still something to be said for the old-fashioned nanny? he asked.

"Indeed I do, my Lords," she said.

ILEA to recruit more nursery staff

The Inner London Education Authority is stepping up its recruitment campaign for nursery teachers in an effort to combat a national shortage.

The authority is asking nursery teachers who have recently left their jobs if they are interested in returning to a permanent post. Former teachers are also being offered casual supply teaching.

The authority has more than 20,000 children in its nursery schools and classes and has a policy to provide a place for every child whose parents want it. It employs 662 nursery teachers – 40 per cent of all those employed in England.

Mrs Ruth Gee, deputy leader of the Townsend primary school in south east London recently, said she was concerned by the national shortage of trained staff. Quoting Department of Education statistics, she said the number of students following full-time courses for nursery education fell from 321 in November 1981 to 261 in 1983.

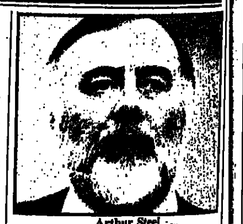
"On the basis of these figures, we estimate that for the next two years at least, the number of newly-qualified nursery teachers leaving college will fall below 100 to approximately 70 or 80 each year."

ILEA estimates an annual turnover rate of 12 per cent among nursery teachers – marginally higher than for other teachers, which is partly explained by their young age profile. It means the authority must recruit 75–80 new teachers a year simply to stand still. But there are classes to be opened in 1985–86 which require up to 29 more.

Mrs Gee said an advertising campaign had been stepped up. The authority runs a one-term conversion course for 30 teachers to retrain as nursery staff. It may also set up a one-year induction course.

Primary Index

Conductive Education	16
Books in Class	21
Survey of Synthesizers	24



Arthur Steel

Appointment causes row

A row has erupted in the London borough of Brent over the appointment of a white teacher to the headship of a primary school.

Labour councillors claim that Mr Kenneth Gaw – a man of Chinese origin – should have been selected for the post at Malorees school instead of Mrs Pam Thomas, the present deputy head.

The education committee will meet next Monday to reconsider the appointment although a subcommittee has already endorsed the original decision. A meeting held on July 1 broke up in disarray.

Mr Arthur Steel, Conservative chairman of the education committee who chaired the appointments panel, gave his casting vote to Mrs Thomas because "she could pick up the baton left by the previous head."

During his summing up Mr Steel was accused of making a racist remark by Labour councillor, Mr Mike Maguire who had voted for Mr Gaw.

NEWS

Attitudes harden in no-strike head row

by Jane Last

A major row is erupting after months of fermentation between a head accused of working too much, his two deputies who are working to rule, three teachers' unions and the local authority.

In one corner is Mr Inn Mitchell-Lambert, the headteacher who has kept Howbury Grange School, Bexley, open through 18 months of continuous industrial action. Mr Mitchell-Lambert, is a member of the no-strike Professional Association of Teachers. He is backed by a handful of staff including the former NUT and NAS/UWT representatives in his school.

In the other corner are his two deputy heads, Mr Tony Williams, backed by the NUT, and Miss Pat Carroll, supported by the NAS/UWT. They are accused of not attending meetings outside school hours, in line with their unions' pay dispute policy. The head claims these are necessary to run the school.

Mr Mitchell-Lambert has begun disciplinary proceedings against his two deputies. And the NUT and NAS/UWT are threatening "never ending industrial action" if the local education authority allows him to continue with the disciplinary action. The unions have also discussed calling out all the teachers in the area.

Both parties claim to be acting in the best interests of the children. The London Borough of Bexley Education Authority, which is making no comment, stands between the two sides heading on their collision course.

Howbury Grange has been described as the school with the worst strike record in the country. For 18 months teachers have walked out, refused to attend parents' evenings and meetings outside school hours, and declined to stand in for absent colleagues. Mr Mitchell-Lambert has worked a 70-hour week to keep the school open.

Last year, with the aid of just three of his 42 staff, he took classes of 100 children rather than close down, and once he called in the police during a picket by teachers.

Howbury Grange, an 11–18 comprehensive of 650 children, is the only social priority school in the area, with one-third of its pupils coming from one parent families.

"That's why I won't put them out", he said. "The pressures are difficult enough – mum in a low-paid job, working unsocial hours – I won't increase those pressures."

Ian Mitchell-Lambert (below), head of Howbury Grange, continues his fight to keep the school open

Mr Mitchell-Lambert believes a solution to the teachers' pay dispute can still come through negotiation. "I'm fundamentally against teaching the children a bad example. If children behaved in the same way as some teachers, the teachers would expect them to be punished".

Paradoxically, both sides in the dispute claim to recognize the right to work or not to work of the other side, but insist their opponents do not. "I recognize the right of my staff to take action. They should recognize my right to take action", said Mr Mitchell-Lambert.

"The teachers have not done anything wrong" said Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT. "There has been no incompetence, no unacceptable behaviour. In effect Mr Lambert refuses them the right to take action".

"We fully recognize people's rights to belong to a pacifist union – we won't stop them going to work or acting upon their beliefs. Why the devil can't he do the same for other people? All this could have been prevented."

By taking disciplinary action against the two deputy heads Mr Mitchell-Lambert has started off down the road to dismissal, explained Mr de Gruchy. "The authority should instruct him to lay off or all NUT and NAS/UWT teachers in Bexley will be called out."

However, Mr Mitchell-Lambert is having a slightly easier time than he did last year. Then he had three teachers on his side. Now 10 staff are helping him keep the school open when both unions call their members out together.

Mr Zdzisluw Wicling, head of social education and ex-NAS/UWT representative, sided with the head. "After last year's pay award was accepted we thought we'd be back to work as normal. But at that point the union decided to prolong action to get back at the head."

He described a shocking picture of sabotage in the school – course work disappearing, completed reports being taken from teachers' pigeon holes, and he sees no easy solution.

Despite the fact that Howbury Grange has kept its doors open for the last year and a half, little else seems to be normal there. Yet in June the school fete took place as usual, organized by the parents, Mr Mitchell-Lambert, and just 10 teachers and raised £1,000.

Unions to consider package worth 7.25% on wage bill

College lecturers nearer Burnham pay settlement

by Diane Spencer

College lecturers will be made an offer next week they might find hard to refuse.

The 76,000-strong National Association of Teachers in Further and Higher Education is due to negotiate its pay claim in the Burnham Committee on Monday. It will discuss the terms outlined by the management side at 11pm last Friday after 12 hours of talks.

Mr John Pearman, Labour leader of Wakefield who chairs the management side, suggested a complex package to the union. Several of its ingredients will be welcomed by lecturers. The deal includes:

- An immediate pay increase of 5 per cent backdated to May 1, not April.
- 2 per cent from November contingent on a joint report on reforms and savings being produced.
- Automatic progression from lecturer 1 to 2 scales – this will remove a career blockage for about 14,000 lecturers – but there will not be a reduction in class contact hours.

In all, the package would add 7.25 per cent to the pay bill by next year, but 5.5 this year as the 5 per cent is not fully backdated to the settlement date of April 1.

The meeting last Friday was the first since the employers' side unilaterally swept away the 20-year-old concordat which gave the Government its block vote and power of veto on Burnham. The concordat came to an end at last Wednesday's Burnham meeting on teachers' pay.

It is believed that the two representatives from the Department of Education and Science voted against the employers' offer last Friday. Under the concordat, their votes would have counted as a weighted block of eight. This time, they counted as two. However, six more votes would not have blocked the proposals on that occasion.

NATFHE originally claimed 20.5 per cent as a basis for restoring the standard of living since the Houghton and Clegg awards. They turned down a 4 per cent offer in March. Although could be seen by other public sector unions as tempting.

Mr Peter Dawson, general secretary of NATFHE, said the deal will be considered in the context of the general bargaining position in the public sector, including the teachers, and in the light of the needs of the further and higher education service.

He was pleased that, after four months, the management had come up with a detailed offer which included the principle of progression from L1 to L2. But there were still some difficulties.

Obviously, Monday's meeting will be affected by what happened at the Burnham meeting on teachers' pay yesterday. But there is no reason why NATFHE should not settle before their teaches colleagues. They have done it before. However, last year, the union came unstuck when its leaders accepted a deal before the teachers and their members threw it out.

The employers are hoping the package can be paid for out of savings under the restructuring proposals contained in the deal.

Both sides will, if it is agreed, consider savings on remission, systematic overtime (which the union opposes anyway) and refreshment breaks. This should also please the Audit Commission.

Some members of the union panel might be unhappy with some parts of the package as the annual conference last May resolved not to "trade off" conditions of service for a pay increase. The automatic progression from L1 to L2 has long been sought by NATFHE, but the current proposal does not include a reduction in hours.

Mr Pearman said this week: "I believe it is a very good package for FHE; it removes a blockage towards a settlement and sets up a situation where we can look forward with some optimism to talks on a new structure in which we can iron out a few anomalies."

He thought that NATFHE would not get a better deal and warned that if they pushed any further some author-

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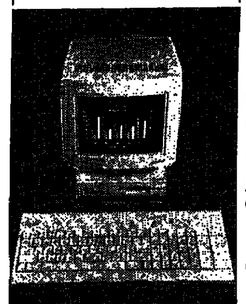

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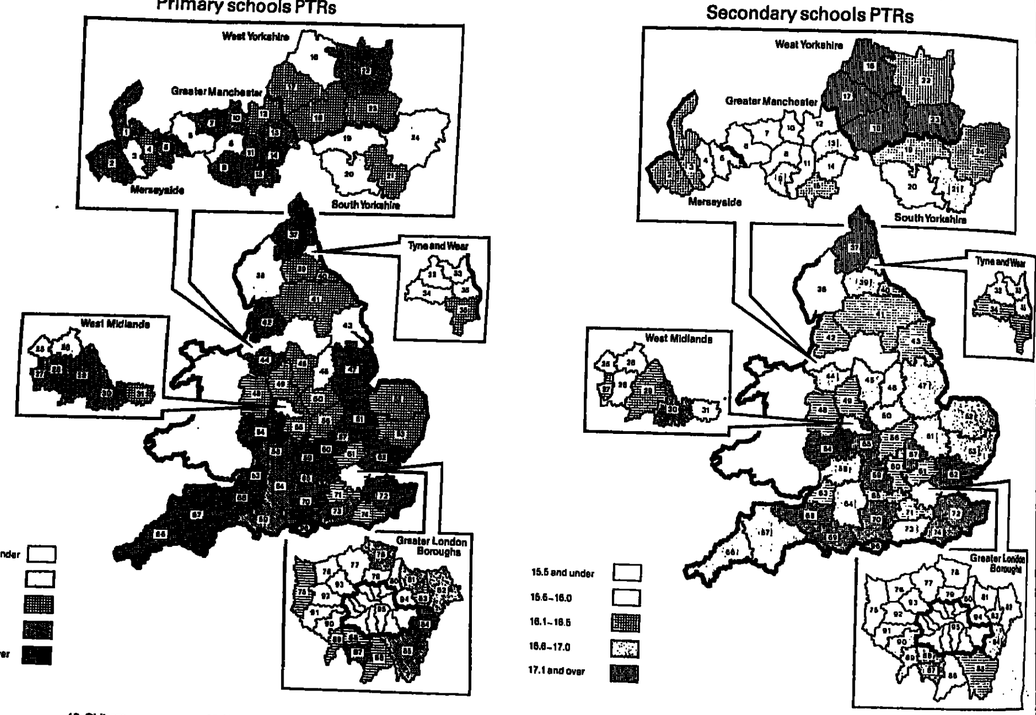
PUPIL-TEACHER RATIOS IN LOCAL EDUCATION AUTHORITIES IN ENGLAND



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1 Sefton
2 Wirral
3 Liverpool
4 Knowsley
5 St Helens
6 Wigan
7 Bolton
8 Salford
9 Trafford
10 Bury
11 Manchester
12 Rochdale
13 Oldham
14 Tameside
15 Stockport
16 Bradford
17 Calderdale
18 Kirklees
19 Barnsley
20 Sheffield
21 Rotherham
22 Leeds
23 Wakefield
24 Doncaster
25 Wolverhampton
26 Walsall
27 Dudley
28 Sandwell
29 Birmingham
30 Solihull
31 Coventry
32 Newcastle
33 North Tyneside
34 Gateshead
35 South Tyneside
36 Sunderland
37 Northumberland
38 Cumbria
39 Durham
40 Cleveland
41 North Yorkshire
42 Lancashire
43 Humberside
44 Cheshire
45 Derby
46 Nottinghamshire
47 Lincolnshire
48 Shropshire
49 Staffordshire
50 Leicestershire
51 Cambridgeshire
52 Norfolk
53 Suffolk
54 Hereford & Worcester
55 Warwickshire
56 Northamptonshire
57 Bedfordshire
58 Gloucestershire
59 Oxfordshire
60 Buckinghamshire
61 Hertfordshire
62 Essex
63 Avon
64 Wiltshire
65 Berkshire
66 Cornwall
67 Devon
68 Somerset
69 Dorset
70 Hampshire
71 Surrey
72 Kent
73 West Sussex
74 East Sussex
75 Hillingdon
76 Harrow
77 Barnet
78 Enfield
79 Haringey
80 Waltham Forest
81 Redbridge
82 Havering
83 Barking
84 Bexley
85 Bromley
86 Croydon
87 Sutton
88 Merton
89 Kingston upon Thames
90 Richmond upon Thames
91 Hounslow
92 Ealing
93 Brent
94 Newham
95 ILEA
96 Isle of Wight

Biddy Passmore reports on the decline in pupil numbers which is outstripping the drop in teachers.

DES statistics indicate improved class ratios

Pupil-teacher ratios in England continued to improve last year, because pupil numbers were still falling at a faster rate nationally than the reduction in the teaching force.

Latest figures from the Department of Education and Science show that in 1984, the number of teachers in service fell by about 1 per cent (4,100), while the number of pupils dropped by nearly 2.5 per cent, resulting in an improvement in the pupil-teacher ratio from 18.1:1 to 17.9:1.

As the table shows, the improvement took place in nursery as well as primary and secondary schools.

But these ratios are, of course, simply the number of teachers divided by the number of pupils, and give little idea of what is actually to be found in classrooms. Mr Bob Dunn, the schools minister, told the Commons recently that the average size of classes in January 1984 was 24.7 in primary schools (compared with a pupil-teacher ratio of 22.1:1) and 20.4 in secondary schools (compared with a ratio of 16.2:1).

Moreover, figures published last summer by the DES showed that one in five pupils were still being taught in classes of more than 30 in 1983.

Once again, this year's maps of pupil-teacher ratios show the most generous staffing ratios concentrated in the north east and London, with some exceptions such as the Tory-controlled London boroughs of Bexley and Sutton. The Inner London Education Authority has the smallest number of pupils per teacher in both primary and secondary schools.

The worst ratios are concentrated in the shire counties, such as Somerset, Hereford and Worcester, and Kent.

But it can be misleading to make direct comparisons between authorities because the figures may be distorted by factors like the existence of middle schools or tertiary colleges, or high staying-on rates.

For instance, of the four shire counties with the "worst" primary ratios – Buckinghamshire, Essex, Hereford and Worcester and Lincolnshire – all but Essex have middle schools.

For the first time, the DES has adjusted the national ratios to allow for changes over time in the distribution of pupils by age and type of school.

The effect of the adjustment (see table) is to show that some of the apparent improvement since 1980 is accounted for by an increase in the average age of pupils and also in the proportion in comprehensive schools, which tend to require smaller teaching groups than other schools to cater for the wide spread of ability.

Statistical Bulletin 7/85 is available from the Statistics Branch, DES, Elizabeth House, York Road, London SE1 7PH.

Pupil teacher ratios in maintained schools in England

	1980	1981	1982	1983	1984
Nursery	19.8	19.7	19.9	20.1	19.8
Primary – raw	22.7	22.6	22.5	22.3	22.1
Primary – adjusted	22.5	22.5	22.5	22.3	22.1
Secondary – raw	16.6	16.6	16.6	16.5	16.2
Secondary – adjusted	16.5	16.5	16.6	16.5	16.2
Overall	18.7	18.6	18.6	18.1	17.9

ILEA cuts catering costs

The Inner London Education Authority aims to save at least £200,000 a year by introducing a computerized management scheme to streamline its school meals service.

The authority's catering service currently provides about one million meals a week through more than 800 kitchens and canteens for 300,000 school children and college students.

The key aim of the new system is to give a unit cost breakdown for each kitchen or canteen so that overspending can be identified. But the system – which will cost some £43,000 to install – will also provide quicker recipe costings and better advice on planning menus.

Mrs Deirdre Wood, who chairs the authority's staff and general sub-committee, said: "Despite devastating Government attacks on services in the capital, including plans to abolish free school meals, the ILEA is doing everything it can to preserve a decent and cheap meals service for inner London.

Arabic teaching plans attacked

Plans by a London University college to contract out some of its teaching of Arabic to a private company have been strongly attacked by the Association of University Teachers.

The School of Oriental and African Studies is understood to be negotiating an agreement with Arabic Services Ltd. Under the agreement, the company would move into the school in September and teach its external students – diplomats and company executives sent on crash language courses.

Fee income would be divided between the company and the school.

Details of the plans, which were reported in *The Times* last week, brought an angry response from Mr Malcolm Keight, London Regional Official of the AUT. He took issue with what he took to be an innuendo by Mr Leslie McLoughlin, director of Arabic Services Ltd, that the school's motivated to teach the language.

In a letter to Professor Charles Cowan, director of SOAS, Mr Keight said: "I cannot accept that the teaching of languages which are not widely available below degree level is within the scope of abilities of SOAS staff".

A London University statement acknowledged that negotiations were taking place but said any agreement would cover post-experience training courses, not undergraduate teaching as *The Times* report had implied.

'Keep applying' women urged

by Diane Spencer

Two women who have made it to the top of their profession have urged women teachers to "keep on applying" for better jobs just as their male colleagues do.

Both Miss Sheila Browne, former senior chief inspector, and Miss Isobel Shepherdson, lately the head of Kidbrooke comprehensive school, inner London, claimed that women were quickly deterred by rejection. But men apply again and again.

They were addressing a workshop organized on behalf of the National Development Centre for School Management Training by a group of women academics from Hull and Grimsby.

Miss Shepherdson said: "Don't underestimate yourselves. The men on my staff would return from an interview saying: 'They asked the wrong questions'; a woman would say: 'I made a mess of the interview'. So apply, apply, apply."

Miss Browne found it worrying that in Britain women were thought only fit to manage girls and young children. The French thought otherwise: 40 per cent of heads of mainly mixed secondary schools in France are women, but in England only 2 per cent achieved the distinction.

She also noted that educational administration seemed to be "pretty impregnable" at the top: at one time there were two women chief education officers. Now there were none.

Although she did not favour positive discrimination, it was not against the law to encourage the right women to apply for jobs.

Teacher appraisal, either through the authority or school-based, should also help to improve the promotion prospects of women into management roles. Limited tenure of certain posts in schools would spread opportunities among staff.

When Kidbrooke, the first purpose-built comprehensive in the Inner London Education Authority, decided to take in boys in 1980, Miss Shepherdson said her staff had been faced with a major re-think.

Although they did not need to change the curriculum and syllabus they had to change their attitudes. To her horror she discovered that she had spent 60 per cent of class time in a carefully monitored lesson answering boys' questions although they constituted only one-third of the number of pupils.

"We need to learn how to teach mixed classes in initial teacher training, just as we have to learn how to teach mixed ability," she said.

She was unhappy to discover that careers' advice for girls differed from that for boys. If a girl said she wanted to be a doctor she would be told of all the problems first. A boy would be given the list of exams he needed to pass. "We were building a six-foot fence out of a three-foot wall."

But she warned against stereotyping boys in the same way as girls were the victims of stereotyping. And she thought there was a danger in teachers thinking that boys' activities are more important than girls.

● The Equal Opportunities Commission was forced to provide careers advice for girls seeking science and engineering jobs when the interest generated by their WISE '84 promotion was not met elsewhere.

"It is significant that so many girls felt unable to approach those people whose job it is to produce advice – careers teachers, advisers and representatives from further education/higher education and industry," the Commission's report for 1984 says.

Ninth Annual Report 1984 Equal Opportunities Commission. £4.95. EOC, Overseas House, Quay Street, Manchester M3 3HN.

Sheila Browne: encouragement

All a flutter: Butterfly enthusiasts at Shakespeare County junior school help their teacher, Lynn Hargreaves, under a glass dome between two sets of classrooms where the collection is housed. The county planning department agreed to fund the scheme for its educational value. Children gain a better understanding of conservation with a special emphasis on the life cycle of a butterfly.

School bus Bill goes into reverse

A Conservative back-bencher has introduced a Bill which aims to sort out the muddle on school transport left by a Government defeat in the House of Lords five years ago.

Mr Patrick Nicholls, MP for Teinbridge, who introduced the Bill last week with the support of a Liberal and Labour back-bencher, later had to withdraw it for lack of Parliamentary time. But he said he was "not unhopeful" that such a Bill might succeed next session.

The Bill would require local education authorities to pay the transport costs of children whose parents had opted for a school other than the one chosen by the l.e.a., provided the school was more than three miles away but not in a neighbouring authority.

It would thus strengthen parents' right, under the 1980 Act, to have their child educated in the school of their choice. At present, some councils will only provide free transport to schools to which they allocate children.

Education ministers are known to be sympathetic to the Bill's aims but worried about placing an extra financial burden on l.e.a.s.

Privatization less popular

by Mike Durham

A new survey suggests that despite Government plans to force local authorities to put services out to private tender, the idea is becoming less popular.

Only five local authorities have privatized any part of their education service since April, 1984, according to the survey carried out by *Local Government Chronicle*.

And overall, privatization is probably slightly less often considered now than it was two years ago, the survey concludes.

Two councils – Solihull and Cambridgeshire – have privatized parts of their school cleaning in the past year and the London Borough of Hillingdon is considering doing so. Lincolnshire looked at and rejected the idea.

Solihull embarked on an experiment involving six secondary schools and a sixth form college. After five months, work at one of the schools and the college were handed back to the council because of complaints.

The council anticipated savings of £75,000 on the scheme and is considering extending it.

In Cambridgeshire, savings of £720,000 were expected and 1,200 cleaners were laid off, most of whom were re-employed by private firms.

The three l.e.a.s to newly privatize their school meals service last year – Hereford and Worcester, Ealing and Richmond – laid off large numbers of staff or revised their working hours.

Paper waits for Gillick result

Publication of the HMI paper on health education is to be delayed until the outcome of the Gillick case is known.

The paper, which is in the HMI series, *Curriculum matters*, was to have been published this summer, but will not now be out until the autumn.

"The verdict will have some bearing on the content of the paper and it would be a waste of time and money to produce the booklet and then be forced to correct it," a DES spokesman commented.

The Department of Health is seeking to overturn a Court Appeal ruling won by Mrs Victoria Gillick. The ruling makes it illegal for doctors to prescribe contraceptives to under-age girls without their parents' consent.

The House of Lords' decision on the appeal is not expected before the start of the next law term in October.

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

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SYLLABUSES AVAILABLE (MARKED*) OR IN COURSE OF PREPARATION FOR EXAMINATION USE
(Some amendments may be made to Joint O Level/CSE syllabuses already published to meet the requirements of National Criteria in 1988)

JOINT O LEVEL/CSE EXAMINATIONS		GCSE EXAMINATIONS
1985	1987	1988
Art, Design and Craft* Biological Science A* Biological Science B* Chemistry A* Chemistry B* Computer Studies* Electronics* Environmental Studies* General Maritime Knowledge* Geography B* Geology* History A* History B* History C* History D* Mathematics* Meteorology and Oceanography* Navigation* Physics A* Physics B* Science* Technology*	Accounting* Agricultural Science* Art, Design and Craft* Biological Science A* Biological Science B* British Government & Politics* Chemistry A* Chemistry B* Commerce* Computer Studies* CDT: Design and Realisation* Drama A* Drama B* Economics* Electronics* English Literature Environmental Studies* General Maritime Knowledge* Geography A* Geography B* Geology* Graphic Communication* History A* History B* History C* History D* Home Economics: Food* Home Economics: Textiles* Human Biology* Mathematics* Meteorology and Oceanography* Music* Navigation* Physics A* Physics B* Religious Studies A* Religious Studies B* Science* Science (Integrated) Double Certificate* Science (Biology, Physics, Chemistry) Double Certificate* Science Modular* Sociology Technology*	Accounting Agricultural Science Arabic Archaeology Arithmetic Art and Design Astronomy Bengali Biology A Biology B British Government and Politics Business Studies Catering Chemistry A Chemistry B Chinese Classical Studies (inc. Latin & Greek) Commerce Computer Studies CDT: Design and Communication CDT: Design and Realisation CDT: Technology Dance Drama A Drama B Economics Electronics English English Literature Environmental Studies European Studies Food and the Community French French Studies General Maritime Knowledge German Gerstes Studies Geography A Geography B Geography C Geology Graphic Communication Gujarati	History A History B History C History D Home Economics: Child Development Home Economics: Food Home Economics: Textiles Human Biology Italian Law Mathematics Meteorology and Oceanography Motor Vehicle Studies Music Navigation Office Skills Panjabi Photography Physical Education Physics A Physics B Physics C Religious Studies A Religious Studies B Russian Science Science (Integrated) Double Certificated Science (Biology, Physics, Chemistry) Double Certificated Science Modular Shorthand Social Studies Sociology Spanish Statistics Technology Typewriting Urdu

Bigger YTS role for careers staff

A bigger role for the local authority careers service in the new, two-year version of the Youth Training Scheme is envisaged by senior Manpower Services Commission officials currently drawing up plans for its operation.

They believe that each trainee's YTS programme needs to be tailored to previous education, future learning and career plans.

Mr Ken Atkinson, director of the YTS, agrees that the Commission's own staff is unlikely to be able to assess each trainee and identify an appropriate placement and training programme. He suggests that the careers service is best suited for the job.

Under the existing scheme local authority careers departments place trainees in Mode B schemes – run mainly by public and voluntary bodies – and put forward trainees for employer-run schemes.

Although employers can recruit for the YTS directly, most are only too glad to leave it to the service. But the majority of the country's careers departments are now fully stretched by the demands of the scheme.

In some places, careers officers say they are finding difficulty in providing vocational guidance to school pupils – particularly as they now try to do more to help adults.

They recognize they are the people best fitted to link school work with the YTS, but cannot see how they could undertake the detailed assessment of 500,000 YTS entrants without considerable expansion of the service.

Mr Ray Hurst, secretary of the Institute of Careers Officers, said this week: "I am very glad to hear that the MSC's senior people are aware of the need to make the link between what happens in the last two years at school and YTS placement. The Commission's recommendations to the Employment Secretary made no specific reference to this key requirement. But if we are going to do the assessment properly we shall certainly need more resources."

The special working group of college principals and industrial trainees which advised the MSC on training objectives and content for the two-year YTS say in their final report: "Initial assessment will assume greater significance in a two-year programme where there is greater need for a design which is realistic and challenging to the perceived capabilities of the trainee."

They emphasize that managing agents will need to set specific objectives to help careers agencies and trainees select the right schemes.

The working group come out strongly against making the whole of the two-year programme narrow training for one job. They recommend that specific vocational training should be given in the second year, following foundation training.

They also say that extension of the scheme will mean that trainees will need guidance, reviewing and continual assessment. The group suggests that the MSC should give managing agents more guidance on participative learning, which they say is not widely understood or used in the present scheme.

Their report makes clear that all trainees should get a chance to attain a recognized vocational qualification – an objective now endorsed by the Government. This means an award issued by "a recognized national, regional, or local body."

Detailed assessment of 500,000 YTS trainees would require a considerable expansion of the careers service.

The group added that the award should be recognized by industry and employers as being relevant, indicate an ability to perform competently in the workplace, and be of help in getting a job or entry to further education or training.

The group sees existing vocational awards as one component in an overall scheme of YTS certification. They believe that the certificate should record both educational achievement and occupational competence, and should itself be recognized as part of the national framework of vocational qualifications.

A modular system of accreditation is proposed, based on modules of occupational competence. The idea is that groups of modules would become recognized as qualifications for entry into employment or into further education and training. They would confer "occupational status" say the group – presumably as an alternative to conventional apprenticeship in some occupations or existing college courses in others.

The group hope that such a modular system would not remain confined to YTS. They recommend that the MSC should encourage industry bodies to get together with the examining boards to start developing the modules. At the same time, they suggest that the industry bodies should be encouraged to draw up model schemes of initial skills training, but that these should not be imposed on managing agents.

The report makes clear that there were strong disagreements in the working party, as in the main group which drew up the overall arrangements for funding and administering the scheme. The dispute centred on what the prescribed minimum off-the-job training should be.

The educationists wanted 13 weeks in each of the two years, saying that anything less would be downgrading the scheme. In any case, they said, the YTS needed to cater for the increasing knowledge content of many jobs.

Others argued that off-the-job training was unpopular with the trainees and devalued on-job learning; and that what trainees needed most in their second year, was the consolidation of their work experience.

In the end, the group settled for a minimum period for each of the two years, but decided not to stipulate what it should be.

Edited by Mark Jackson

Conference promises to be highly controversial

Careers officers are expecting their annual conference to be spectacularly controversial this year.

The Institute of Careers Officers has lined up a range of prominent speakers with starkly contrasting views on the Government's policies on youth, employment, and education. They include Mr Neil Kinnock, the Labour leader, the Bishop of Durham and Mr Peter Morrison, junior employment minister, who has been at the centre of many of the disputes about the Government's handling of youth unemployment and training.

Mr Bryan Nicholson, the Manpower Services Commission's chairman, will also spenk during the three-day conference in Middlesbrough in September.

Institute of Careers Officers conferences are usually sober occasions, with ministerial guests being accorded, at worst, polite applause and most other speakers selected for their professional expertise rather than their rhetoric. Last year a lot of the younger delegates came away saying that there had been hardly an issue in sight.

Mr Ray Hurst, who is retiring after 12 years as the institute's honorary secretary, said that this year they had deliberately chosen a broad and controversial field of dicussion – the educational, economic and social role of the careers service in relation to young people, their parents, and employers.

MSC call for new curricula

New curricula are required in education in order to lay the foundations for economic growth, Mr Bryan Nicholson, chairman of the Manpower Services Commission, said this week. He forecast that the Technical and Vocational Education Initiative would spread through the whole education system.

Mr Nicholson told the National Education and Training Conference at Birmingham on Tuesday that only 3 per cent of Britain's pupils – around 21,000 – and 8 per cent of the schools were currently in the TVEI. By the end of this month, however, nearly every local authority would either be running projects or could expect to have their bids approved.

"As a result, I expect a cascade effect to follow, with the influence of TVEI pervading the whole education system. The influence will be beneficial and permanent," he said.

In further education the MSC and the local authorities had agreed that the money now being channelled through the Commission would be used to support changes in provision. L.e.a.s would prepare, within rolling three-year development plans, detailed plans for each year, drawn up in consultations with employers, unions, and the MSC.

Mr Nicholson warned the conference that in the vocational education and training system "relevance and availability of offerings, and the quality of the outcome, must come before the convenience of the providers and institutions."

Mr Nicholson said that he was "very excited" that the Employment Secretary had announced his acceptance of the MSC's recommendations for a two-year Youth Training Scheme. He added: "I believe that the scheme will be seen and accepted by the nation as an important, essential, part of a continuous pattern of development from school, through the hopeful years of youth, on to the more mature, even advanced ages of adult working life."

Earlier in his speech, Mr Nicholson said that the consensus basis on which the MSC operated meant that, by and large, its principles were accepted by society.

Jobless home in on New Openings

by Iola Smith

Unemployed people of 16 and above are being offered the widest range of recreational and educational courses available in Britain at the New Openings project in South Glamorgan, according to its founder.

The project, started three years ago, and funded by Glamorgan County Council, Cardiff City Council and the MSC, is offering the jobless courses in subjects which range from basic literacy to sailing.

Run by 58 staff recruited from the dole queue, the project attracts as many as 250 people a week for courses in skills which will be valuable in the job market.

At one end of the scale, the project offers courses in reading, writing and spelling, while at the other a writers' workshop has been set up so young people can write creatively about their experiences. Facilities are also available for ethnic minorities in conversational English and English as a second language. Similarly, New Openings runs classes in French, Spanish and German.

Mr Tony Richards, who instigated the project, says: "It's not our intention to compete with existing services. When participants are sufficiently skilled in a language we encourage them to further their studies either at college or by attending evening classes."

Fifteen members of the typing course have found work and those studying word-processing and book-binding are now more optimistic about their employment prospects.

Away from the dole queue: just one of the activities offered at New Openings.

The project, says Mr Richards, initially only offered recreational courses, but 18 months ago the MSC encouraged its diversification in the education field. However, the recreational courses offered have an educational aspect; sailing is a component of the carpentry class, and playing in a rock group is one of the activities offered by the music workshop.

Making itself felt, New Openings publishes its fortnightly *New Open Times*, and the video making workshop is recording local entertainments and news with a view to establishing a distribution network.

Mr Tony Richards believes the project works because it avoids the pitfall of over-use and under-staffing experienced by most other centres for unemployed people, which adopt a "drop-in" approach. In Cardiff participants are encouraged to stay the course instead of walking in or out at will.

CPVE chance for guidance teachers

by Owen Surridge

The Certificate of Pre-vocational Education will give careers teachers their greatest opportunity yet to influence their colleagues and the development of the curriculum, it was claimed last week.

Joyce Richards, senior lecturer at Garnett College, London, told a meeting of the National Association of Careers and Guidance Teachers that its members in schools and colleges should get their heads together soon. "The Joint Board for Pre-vocational Education is saying in effect 'work it out' for yourself, so it is up to us to say what we will, or will not, do."

Jean Shirley, development officer at the Further Education Unit, predicted that the CPVE, which is also known as the 17-plus, would give careers and guidance staff more power than they have ever had before "providing they get to grips with the language".

It was up to careers and guidance teachers to work out exactly what the CPVE requirements were, she said. "The blue book is complete but untested. It is important for careers people to get in there and get their two pennyworth."

She feared careers aims built into CPVE choices could get lost if the careers teachers were not effective.

Moreover, the new requirement for profiling brought guidance into the curriculum. Careers education is also about self-awareness and self-assessment but a lot of teachers will find it difficult to review profiles in pupils," she said.

Careers teachers could help colleagues see the advantages of profiling, not least that the continuous assessment meant the end of the annual chore of preparing long reports.

● The CPVE is a one-year course aimed at what used to be known as the "new sixth", the 100,000 or so pupils who wish to stay on at school or take a full-time college course but do not want to take A levels or a purely vocational course. It will become available on a part-time basis in September 1986.

Funding fears

A former Manpower Services Commission official said this week that the Government is threatening the Youth Training Scheme by refusing to fund the new two-year scheme properly.

Mr Mick Farley, who recently left the Commission's quality control branch to become a senior adviser in Sheffield's education department, told a careers' conference in the city on Monday that the YTS was "hopelessly underfunded. The cash made available by the Government for two years is roughly £1 billion – the amount originally set aside for one year, but the per cost to the Government after receipts from the European Social Fund and savings from the non-payment of unemployment benefit is little more than £200 million."

Finding no tennis enthusiast on a school's staff is a great obstacle to the promotion of the sport by the Lawn Tennis Foundation.

Courting success for junior tennis

by Frances Ratchford

Blue skies, strawberries and the gentle thud of ball against racquet: a very British scene – that is, until you get to centre court at Wimbledon.

This year, yet again, American, Swedish, German and French players got to the finals, but not British players. The question is why, when we hold the finest event, don't we produce the finest players?

The situation was summed up recently by Mr Ray Moore, president of the Association of Tennis Professionals. "You don't lack finance, Wimbledon gives two million each year. I know countries who would die for that kind of money. It's not the weather, Sweden has much worse weather, yet they have five players in the top rankings. And its not facilities, I see empty courts wherever I go. You have to blame the administration. You don't have the right system."

Certainly tennis at junior level laboured under a different system from most other major sports until five years ago. In soccer, rugby and cricket for instance, it is the schools' governing body which is responsible for the whole of the junior side of the game. In tennis, responsibility was dispersed among the counties and regions – until 1980 when the British Schools LTA was formed.

This group was reorganized last winter with a new committee of mainly practising teachers, a considerable inflow of funds from the Lawn Tennis Association and a professional administration which will be carried out by the Lawn Tennis Foundation. Mr Jim Coates, manager of the foundation, will act as executive officer of the schools' association.

He has had a big hand in organizing the LTA junior coaching scheme, which has 100 tennis centres in local parks for any child who wants to have a go. By next year, over 500 tennis centres should be available, all heavily-sponsored by Prudential.

But Jim Coates wants to focus on schools: "I have several targets in view – selling the game to schools, finding a way round the great obstacle of no tennis enthusiast on the staff and, above all, establishing a strong base of school tennis in every county with the emphasis not on national but on local tournaments. The Dorset County Schools Tennis Association has already shown the way."

The LTA coaching scheme has had a few successes: Amanda Brown, a qualifier at Wimbledon, and Dany Sapsford, who's won at least three Under-16s tournaments so far.

Another drawback has been the physical demands of the game. Children under 10 find racquets too unwieldy and courts too big.

Sweden, home of Bjorn Borg, came up with the answer: short tennis. It's played on smaller courts with short plastic racquets and light foam rubber balls.

Mr Brian Blincoe, director of National Development, said of short tennis: "It seems to have broken the mould of children learning to play only the sort of tennis their parents played. They become skilful players very quickly."

Other LTA schemes are aimed at schools. These include teaching and activity notes and an award similar to the BAGA scheme for gymnastics. The LTA is concerned that tennis is neglected in favour of team sports.

Its motto seems to be catch 'em young before they get hooked on other sports. Perhaps they're right. After all, Boris Becker, this year's Wimbledon champion, would have been a serious soccer player if he hadn't chosen tennis at 12.

The association has also started to tackle ways to help gifted young players. Last year, it opened a tennis school at Bisham Abbey. It is run along the lines of the Royal Ballet and Yehudi Menuhin schools.

The day for Colin Beecher, Seb Jackson, Uli Nganga and Nick Smith, (only boys are at the school) begins at 7 am with a run, breakfast, and then normal classes at local schools. By 4 pm they're back and coached in tennis until supper.

Mr Derek Bone, who is in charge of the school, admits it is a disciplined life. "They've got to practise a couple of hours every day. Like young musicians or dancers, they build up skill when they're given facilities and encouragement to train."

Ombudsmen want increased powers to investigate 'internal' school matters

L.e.a.s still loath to accept new rights of parents

by Biddy Passmore

Local education authorities are still finding it hard to accept that their duty is now to let children go to the school their parents want, even if that conflicts with their admissions policy, the latest annual report by the three local Ombudsmen says.

Mr Frederick Laws, the Ombudsman for the South, West, Leicestershire, Lincolnshire, Cambridgeshire, and the West Midlands, says: "L.e.a.s decide their admissions policy and if the parents' choice does not fall within the dictates of that policy the parents' choice is rejected. Few education authorities seem to consider whether to give effect to a particular choice would in practical terms prejudice the efficient provision of education notwithstanding their general policy."

The other point which concerns him, he says, is authorities' failure to give proper reasons for refusing the parents' choice instead of simply quoting the relevant sub-section of Section 6 of the 1980 Act.

Complaints against local authorities rose by 12 per cent to 3,389, in the year ended March 31, 1985, the report says. Education was the third greatest source of complaint, with 221, well behind housing and planning.

The educational cases where the Ombudsman found an authority guilty of maladministration included: the failure of an appeal committee to follow its publicized admissions policy; failure to provide the correct information about fees for a course at a further education college; and failure to give reasons for refusing help with boarding school costs to a gifted child.

The Ombudsmen repeat their pleas for a thorough overhaul of the system to give them more powers, such as the power to investigate on their own initiative. They also want to see fewer restrictions on the matters they may investigate so that they could, for instance, deal with complaints about "internal" school matters, such as conduct and discipline.

Only two weeks ago, Mr Laws found Berkshire County Council guilty of maladministration causing injustice because their appeals procedure failed to deal properly with allocations to Reading Grammar School.

A boy had been refused a place at the school because, although he had been assessed as suitable for a grammar school education, the quota to be admitted from his primary school had already been filled.

He and three other boys with equally good claims to places at the school were refused because of the quota system – even though there were two spare places and two boys with less good claims had already been allowed in. The council maintained that it would "prejudice the provision of efficient education or the efficient use of resources" to choose between them – a line of argument which the Ombudsman found unacceptable.

When the case came to appeal, the appeal committee took the view that the number of places available was irrelevant to their deliberations – and started to consider afresh candidates' suitability for selective education, even though this had already been established. Mr Laws said they were wrong on both counts and that the appeals proceedings therefore gave rise to injustice.

Copies of the annual report can be obtained from 21 Queen Anne's Gate, London SW1H 9BU, or 29 Castlegate, York YO1 1RN.

OVERSEAS

Reforming the dreaded 'maturita'

It is exam time in Italy and of the two million students taking leaving exams of one level or another, attention this year is focused on the one-quarter upper-secondary leavers taking the much-dreaded *maturita*.

Made up of written and oral tests which were streamlined in a 1968 reform, the evaluational axis of the *maturita* is still the Italian composition exam which, according to some, has become "the art of empty discourse".

All agree that the exam rewards those few with good factual retention and a knack with words, but punishes the many who are left to stitch a theme together with the threads of their "personal considerations".

Italy's *maturita* is now undergoing a second reform but not, it seems, the Italian composition exam which no one is happy with.

The dissatisfaction stems from the fact that though some teachers take the initiative of instructing their classes in creative and expository writing during the year, because it is not on the curriculum, the final exam itself is evaluated according to the requirements of 16th century rhetoric: a composition is deemed good when a concept expressible in two simple sentences is "amplified" (after six hours) into two pages of well-wrought subordinate clauses.

Rita di Giuseppe

Another Great Leap Forward?

CHINA

A new State Commission looks set to put education in the front seat of Peking's drive for modernization. Peter Mauger reports.

China has announced the replacement of its Ministry of Education by a State Education Commission. The move follows months of nationwide discussion on the need for educational reforms – culminating in a National Education Work Conference.

The conference stressed that better education holds the key to the success or failure of China's plans for modernization.

Wan Li, a vice-premier and leading party member said at the conference: "Holding education in contempt is still a fairly common phenomenon. Some comrades are very much concerned with industrial growth and they are highly enthusiastic about construction of office buildings, but they pay little attention to education."

Chinese premier Deng Xiaoping attended the conference underlining the importance now given to reform. He said that China's economy could approach the level of the developed nations by the centenary of the People's Republic (2049). "The quality of our workers and the quantity and quality of our intellectuals have become increasingly important in determining whether our nation is strong or weak," he said. "If a huge nation with one billion people could boost its education, its tremendous superiority in human resources would never be matched by any other country."

Plans for reform drawn up at the conference include:

● A compulsory nine-year system: Some 95 per cent of children attend the primary school stage, from six to 12 years of age. There are places for only about two-thirds of them in junior middle schools (12 to 15). Twelve-year-olds in rural areas go to work.

● Teacher training schools and colleges: At present teaching is not a popular career and improvements in working conditions and pay are needed.

● Vocational and technical education: Of the eight grades of workers' wages, based on technical skill, 70 per cent are in the lowest two grades and only 3 per cent in the top two. The present aim is for 70 per cent of senior middle school students (15 to 18) to receive a vocational education by 1990 instead of their present purely academic curriculum.

● University entrance qualifications: The Ministry of Education official in charge of enrolment said that, instead of relying solely on consolidated marks, students brilliant in one section of the examination should be admitted, and other optional sections – especially technical subjects – should be added to Arts and Sciences.

● Teaching methods: Greater emphasis needs to be put on opening up new fields of knowledge and the promotion of "independent thinking".

● Educational investment: Shortage of funds has been a traditional problem and more money should be spent on updating buildings, courses and materials.

A compulsory nine-year school system is the first step. At present, only two-thirds of the 12 to 15-year-olds can be offered places in junior schools.

These problems and shortcomings are beyond the powers of the Ministry of Education to deal with effectively. There are areas over which it has no control. For instance, many other Ministries, and even factories and mines, run their own schools and colleges, over which the Education Ministry has little jurisdiction.

So the Chinese have decided that educational reform must begin with institutional reform. The new State Education Commission is directly under the State Council, and its minister in charge is a vice premier, Li Peng (who, in accordance with present practice, is a vigorous youngster of 56). To give additional weight it has invited deputy ministers from the State Planning Commission, the State Economic Commission, the State Scientific and Technological Commission, the Ministry of Finance and the Ministry of Labour and Personnel to be concurrent members.

The appointment of He Dongchang as Deputy Minister in charge of the Commission and Secretary of the leading Party group of the Commission is significant. He Dongchang is the highly successful Minister of Education who has initiated many educational reforms since his appointment in 1982.

Mr Hu Dingyi, the new Chinese Ambassador to Britain, said this week that the change is effectively an upgrading of the Ministry, and education from now on will undoubtedly take a larger share of Chinese resources.

First the good news and then the bad ...

UNITED STATES

Bill Norris on the opinion poll that proved a mixed blessing for America's biggest teaching union

The American public would like to see teachers paid more highly, even if that means an increase in taxes, last week's annual conference of the National Education Association was told.

The association had commissioned a Gallup poll which showed that 57 per cent of those surveyed believed their local schools were having trouble in attracting good teachers, and that low pay was the root of the problem. Only 9 per cent flatly opposed spending more money on schools.

All this was music to the ears of the NEA president, Ms Mary Hatwood Futrell, who opened the conference with a warning that the education reform movement would hit a dead end unless steps were taken to make teaching more attractive, particularly to the young.

Pay for American teachers, now averaging $24,000 (£18,500) a year, has doubled over the past decade. Increases this year have averaged 7.3 per cent for elementary and secondary teachers, which is well above the rate of inflation.

Ms Futrell, however, claimed that this was not enough. The $24,000 level, she said, was where the pay scale should start. At present, the average starting salary for teachers is around $15,000.

But the opinion poll also had some bad news for its sponsors. Americans, it seems, rather like the idea of competency testing for teachers already in jobs – in addition to the professional examination for new teachers which has just gained the NEA's rather belated support.

Competency testing is anathema to the association, which has been fighting tooth and claw over the examinations given to 28,000 teachers in Arkansas two months ago. The results of those examinations are now out, and show a 10 per cent failure rate. This, Ms Futrell told the conference, did not adequately reflect the ability of public school teachers in Arkansas, and she announced that the NEA intended to sue the state on the grounds that the test was biased. The association has already lost one legal battle on the issue.

The new argument is likely to be based on a law which prohibits discrimination in employment on the basis of race, colour, religion, sex or racial origin. The results of the Arkansas tests showed that the highest scores were recorded in predominantly white parts of the state, while the mainly black counties of southern and eastern Arkansas had the lowest. In one of the latter, 34.5 per cent of the teachers failed.

One of the main themes of Ms Futrell's speech was an attempt to reach some form of rapprochement with the Reagan Administration, after being a thorn in its side for the past four years. The union has battled with the White House over Mr Reagan's plans for merit pay, school prayer, tuition tax credits and vouchers for parents of private school students.

Most recently, it has been threatening to "pull out all the stops" in opposition to the President's plans for tax reform, which it believes will harm public education.

There is no sign that any of these attitudes have changed, but Ms Futrell eased up on her criticism long enough to ask Mr Reagan to "join the NEA". She said: "Mr President, we have disagreed with you in the past, and we undoubtedly will disagree with you in the future. But, as the Bible tells us, there is a time to rend and a time to heal. Join us, for the children's sake, and let us work together for the public schools America needs."

Mr Reagan, who has had other things on his mind lately, has yet to respond to this olive branch. However, the Education Secretary, Mr William Bennett, has gone on record as saying that he finds Ms Futrell's endorsement of tough exams for teachers "very encouraging". Two years ago, Mr Bennett was describing the NEA as "the most baneful influence on American education", so things are improving.

But Mr Bennett could not resist the sly comment that the NEA seemed to be undergoing an identity crisis, and was trying to decide what it was going to be. He claimed the leadership of the union had always been more liberal than its members, and hoped that it would now begin to reflect their views. "It would be good for the NEA to get into education in a serious way," he remarked.

The Secretary may have overestimated the conservatism of the membership: they cut short the second day of their conference to send 2,000 delegates to an anti-apartheid demonstration outside the South African Embassy, where 59 of them volunteered to cross police lines and face arrest.

But to offset this, they did refuse to endorse a consumer boycott in support of a labour dispute against the Campbell soup company. In the past, delegates have supported a host of liberal causes, from a nuclear freeze to the equal rights amendment. Their vote against the boycott may signal a new resistance to straying too far outside the educational arena.

They certainly seemed anxious to answer right-wing critics who have been accusing the NEA of obstructing educational reform, even to the extent of backing their enthusiasm with their own money. The conference overwhelmingly approved a plan to set aside $1 from each of the 1,700,000 members for a campaign to combat the rising school drop-out rate. The money will come from increased membership dues, which are about to rise from $62 to $66 a year.

The campaign, to be called "operation rescue", will seek to help the one million American children who drop out of school each year. The national drop-out rate is 25 per cent, but in some urban areas is as high as 55 per cent. A million dollars will be used to create an NEA endowment for educational excellence which would fund future grants to union members, while the remainder will be given to states and school districts for local programmes.

Ms Futrell challenged the Education Department to match the union "dollar for dollar", but in the present financial climate this seems unlikely.

Star spangled classroom: American teachers get public support for more pay

Reagan tries to chop timber grants

A one-word alteration to President Reagan's 1986 Budget proposals could spell disaster for many schools in rural counties of the United States.

Under existing law, all counties with national forests within their borders receive 25 per cent of the gross receipts from forestry in compensation for their inability to settle the land. And the money must be spent exclusively on schools and roads. Most spend at least 50 per cent on schools while one, Virginia, devotes all its revenue to public education.

There is a lot of cash involved, and with the rising price of timber and increasing exploitation of the forests, the sums are getting bigger all the time. In 1983, 41 states shared out almost $193 million (£150 million) but this figure was expected to rise to $360 million next year.

However, by changing "gross" receipts from forestry to "net", President Reagan has slashed that projected total by 91 per cent – down to $32 million. The difference between net and gross receipts is so enormous because the costs of the forest service can be very high.

If the President's proposal gets through Congress, the hardest-hit states will be Oregon, California and Washington. In 1983 they received $69.2 million, $42.6 million, and $20.6 million respectively. For some school districts the "timber money" represented almost 40 per cent of their total budget.

The schools involved are mostly in sparsely-populated rural areas with little industry. Many would have to fire teachers, increase the size of their classes, reduce instructional materials, eliminate library and music programmes, and curtail extracurricular activities if the cuts were made.

An intensive lobbying operation is now being mounted by the National School Boards Association, however, and it believes that it is winning powerful friends on Capitol Hill.

One of the facts the NSBA has been ramming home is that schools in Idaho depend on the timber money for all their buses, all new equipment, and all major repairs to buildings. But in California, the situation is even more critical. If the timber money is chopped the authorities will have no alternative but to close schools.

Meddlers have their way

MALAYSIA

Geoffrey Parkins on complaints that PTAs are too powerful

The National Union of the Teaching Professions and the Malay Teachers Union have complained to the Malaysian Education Ministry that parent-teacher associations and politicians are fast becoming the "overall directors" of schools, with increasing influence over appointments, transfers, disciplinary matters and the way schools are run.

The NUTP secretary-general, Mr A Rajaguru, said that PTAs and politicians were increasingly becoming the "power brokers" even in the appointment, promotion, transfer and dismissal of headmasters and teachers, are continually interfering in school affairs and over-riding headmasters on disciplinary decisions.

This "continual manoeuvring and interference" by outsiders was disrupting the schools, said Mr Rajaguru. "In such an environment, schools are no longer able to function normally. Headmasters and teachers are scared of every move they make."

The Teachers Union says the position in many universities is just as bad.

The NUTP says influential PTA members are going over the heads of schools and local state education directors to senior officials in the Education Ministry to get what they want in the schools.

For example, school headmasters are normally appointed after consultation between local state education directors and the ministry, but, says the union, [illegible] political meddlers have exerted their influence on the ministry directly, and have secured appointments for their favoured candidates without consulting the local education departments. Similar cases are occurring with regard to the promotion and transfer of teachers, the union says.

Mr Rajaguru said: "Some outsiders have been known to have masterminded the transfer of headmasters and teachers simply because they did not like certain things they had done, like taking disciplinary action against pupils who happen to be the children of influential parents."

This year the Education Minister, Datuk Abdullah Ahmad Badawi, took measures he hoped would help break down the barriers between schools and society by introducing a community-education scheme that would encourage PTAs, other outside bodies and parents to participate more in the life of the schools. So far, the scheme would seem to have only added to the problem of outside interference.

Mr Rajaguru said many PTAs were causing disruption by trying to take over the running of the schools. PTAs and similar bodies, he said, were primarily set up to complement the work of teachers in welfare, sporting, cultural and other community projects, "but now they are becoming the controllers of some schools". And when headmasters do not "obey their orders", pressure is exerted at Education Department and ministry level "to get them out".

The Malay Teachers Union said external interference had seriously affected disciplinary matters and had undermined the authority of heads. In many instances, the union said, heads are unable to take disciplinary decisions because of outside interference.

Many heads had been reprimanded and threatened with disciplinary action after taking action against badly behaved pupils.

One headmaster, said the union, had recently been told by the Education Ministry that action was to be taken against him for caning a pupil, before an investigation was made to establish if the head's action was justified. As a result, many heads were afraid to act.

Mr Badawi was drawn into the issue at the University Pertanian Malaysia this month by interference to prevent the suspension of 16 female students who had refused to comply with the university's directive against wearing veils (purdahs). Mr Badawi said outside bodies should not get involved in the internal affairs of schools and universities.

Mr Rajaguru said the matter had been raised with the ministry, but "nothing was done, and it appears nothing can be done".

'Republican élite' feted at Sorbonne

FRANCE

The *crème de la crème* of French *lycées* – secondary pupils who have excelled in this year's highly competitive *Concours Général* examination – shook hands with the Education Minister, M. Jean Pierre Chevènement, in the Sorbonne last week.

He told them: "Competition is in the air. I ask you not just to be the best – which you already are – but to be better than the best."

In pursuing excellence and forming "a republican élite" they would, he said, be serving their country.

It is speeches like this which have made M. Chevènement increasingly popular with the French Right since he took over from M. Alain Savary a year ago, but he has upset the social consciences of his own party followers.

M. Chevènement is at pains to explain that by "republican élite", he means a true meritocracy open to all, irrespective of birth and privilege, "to which education alone can provide the key". But educationists and Socialist Party militants remain convinced that emphasis in education policy has shifted from extra care for the less able to nurture of the brightest.

The *Concours Général* is open only [illegible] to the best pupils in their final two years at state lycées. The very first prize-giving took place in the Sorbonne in 1747 and girls were not allowed to compete until 1930. This year, girls have taken 62 of the 179 awards. Seven of the ten philosophy prizes have gone to girls, who have also done well in languages but failed to win maths or science awards and are poorly represented in the recently introduced technical subjects.

The contest provides yet another demonstration of the pre-eminence of mathematical streams over literary streams – once again, most of the 4,000-odd candidates come from classes preparing for the mathematical baccalauréat "C" and "S" and this includes prize winners in French essay writing. More than a third are from the Paris area as against nearly half last year and Parisiens alone have won 43 awards, 15 of them from the prestigious Louis-le-Grand lycée.

Pursuing excellence: French Education Minister Jean-Pierre Chevènement.

Primary geography need is seen and must be met

Sir – The Minister of Education's speech to the Geographical Association (*TES*, June 21) raised a number of issues of central importance to primary education staff.

Sir Keith Joseph recognized the importance of building on children's direct experience of the world and wondered how this could be strengthened, so that pupils "are given adequate opportunities to apply geographical ideas and skills".

This is cheering news to those of us concerned to foster the use of children's direct experience and of study in, about, and of the environment. His references to the study of controversial issues, the study of political and economic issues, and the attention to people in the environment are good news too, for these are all elements of good primary geographical practice.

The Minister recognizes that teachers need support, particularly in small rural schools. Generally this is true since there are few who have done much geography since their early secondary years.

He inquires whether more attention should not be paid "to the possible role of consultant teachers and of the advisory service in primary schools", but caps this by saying "within the resources available". How does he envisage two or three-teacher schools having consultant teachers?

Where a consortium of schools arranged to have a consultant, would he fund the mileage allowances for the journeys of those teachers between the conflict that arises from "shared space" as in the Middle East.

In addition to the obvious contributions that subjects can make surely all teachers, even if it is simply a discussion during form periods, should be part of an awareness-raising exercise concerning the Middle East crisis. If it is ignorance that holds us back, then perhaps *The TES* should publish and review relevant materials for considering the situation in the relative comfort of classrooms rather than with a gun in one's back.

This would reduce the need for attention-seeking that terrorism is striving for, and, in doing so, is gnawing into everyone's lives at present.

CAROLINE PRATLEY
Geography teacher (probationer)
Stevenage
Hertfordshire

Shared space

Sir – It seems a ludicrous place to be educated – in Beirut under the threat of loss of life any second – and yet this is where Captain John Testrake and the other hostages gained their "learning experience" about the holy war.

Surely this has great implications for what is taught in schools today. As a geography teacher, I feel morally obliged to discuss the geography of the crisis in terms of the spatial distribution of religious factions, politics and economics (and not just to please Sir Keith after his recent speech to the Geographical Association) as well as the humanistic dimensions that are all part of our "geography of concern".

Other teachers may like to use my introductory analogy to the topic – that of sharing a bedroom with a sibling and

In-service demand

Sir – The debate arising from the important address of Sir Keith Joseph to the Geographical Association should include discussion on the role and value of in-service teacher education.

Geography teachers are making a wide-ranging and strong contribution to the education of children in knowledge and ideas about the world, in key life-enhancing skills and broad values and attitudes. As Sir Keith acknowledged, this includes encouraging children to debate complex and politically contentious issues. Geography also makes a vital contribution to children's economic awareness.

All this is recognized by children themselves in that they respond positively to the mostly excellent way the subject is taught. They enjoy fieldwork, practical activities and the thought-provoking content of geography.

Nevertheless, most geography teachers are not complacent and we are all keen to update ourselves! For example, at a recent one-day conference at this college to discuss developments in GCSE geography, 200 teachers participated in a lively question session, and a debate with Mike Corbett, chief geography examiner for NEA's GCSE, and Bill Fleet, the chief field work moderator.

In-service courses are in strong demand. The need is especially great in such areas as environmental and geographical education in the primary school. The DES's strategies should include a policy to make much greater funding available for more in-service staff and resources over the next decade.

MIKE PEARSON
Woodlands In Service Centre
Chorley, Lancashire

Posts on merit

Sir – The agreement between Mr Pilling and the council, scrupulously observed by the latter, precludes me from commenting on Mike Durham's detailed analysis (June 14) of the background to Mr Pailing's departure from Newham. But some of his assertions required immediate rectification.

The impression Mr Durham gives of Newham is that to hold a senior post here, one needs to be a member of the Labour Party or another left-wing organization. But he appears to overlook, for example, the fact that current senior officers of the council have had successful terms as Conservative politicians in other London boroughs.

I believe your reports have prejudiced the career prospects in other authorities of current Newham employees, apart from detrimentally affecting Newham's recruitment.

You mention two other directors apart from myself, and quote a former Liberal councillor, Mr Rif Winfield.

Contrary to the latter's comments, I would say that Mr Brenton has never mentioned, displayed nor canvassed any political view in his work in Newham. He is busy building up an infant service where political considerations would appear to be at best tangential.

Mr Simons, an excellent director of housing, was appointed for his outstanding professional ability. To describe his appointment as political because his wife is a Labour councillor elsewhere is both unwarranted and sexist, and is totally untrue. I have never come across any appointment at Newham not based entirely on merit.

I am not a member of the Labour Party, nor any other party, though I have sometimes – equally wrongly – been accused of being a Welsh Nationalist! All three of us have served Conservative-controlled councils in the past, apparently with some degree of success. Mr Winfield has personally apologized to my colleagues and myself for the inaccuracy of some of his comments.

JOHN SAMUEL
Chief Executive
London Borough of Newham

Colour scheme

Sir – I am grateful for Andrew Rothery's very favourable review of *Maths 4 with a Story* software (*TES*, June 21). However, for the sake of mathematics teachers who read the article I must point out that the description of the aim of our *Colouring Puzzle* is not correct. In this we challenge young children to colour various patterns with the minimal number of colours so that bordering regions never show the same colour. In the review, you relate this to the classic four-colour map problem, except that you have got the number down to three. This, I believe, would raise a number of significant eyebrows in the mathematical world!

PETER WARD
BBC School Broadcasting, Radio

Second reading

Sir – As a member of an association which contains many of the "radical activists" who have been questioning the political function of school geography, I found your report of Sir Keith Joseph's speech to the Geographical Association most interesting. He agrees with us that geography is a "politically charged" and "value laden" subject and that our lessons should give greater attention to economic and political processes in explaining complex social issues.

At first reading, he appears to be arguing for a comparative study of political economy as it shapes patterns of development and human-environment relations, and seems to suggest that we should equip pupils to critically assess those social structures which encourage human creativity and endeavour. If this is really the case it is indeed good news. Closer reading does, however, suggest another interpretation.

Unlike academic geography, school geography has failed to incorporate the range of philosophies now present in the social sciences. The majority of lessons serve an ideological function since they draw only on empiricism and positivism and fail to incorporate structuralist ideas. Consequently, environmental and spatial determinism are still strong and when economic factors are evoked the models presented are generally confined to those of neo-classical or market economics.

Where structuralist ideas have made some impact, notably in the teaching of economic development, their adoption has been strongly contested and they have reached the classroom in a much diluted form. Since there is little reference to social process, and existing social relations are generally taken as given, school geography leaves most pupils impotent as agents of democratic social change.

A subject which entered the curriculum to give pupils a view of empire supportive to capital, still presents an image of the world and its economy designed to mask the real causes of mounting social problems. Is Sir Keith really arguing for a radical alternative to this, or is his speech designed to sustain the subject's political role?

As part of its attempt to make schooling more responsive to the needs of capital, the current government is reorganizing the curriculum. Its introduction of the new vocationalism poses a major threat to school geography for many pupils will now gain their economic, social and environmental awareness in new settings. Geography teachers will consequently find their control over curriculum time and content much weakened. One way of interpreting Sir Keith's speech is then as an invitation to geographers to earn their place in this new territory by ignoring "radicals" and tightening the correspondence between what they teach and what "society" wants. As your reporter suggests, that may well be what the majority of GA members wanted to hear. Those who regard the struggle for control of the school curriculum as part of a larger struggle for justice and democracy will take a different view.

JOHN HUCKLE
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Children are introduced to a drawing tool

Logic of Logo

Sir – I would like to make a few comments about the article "Testing Turtle" by Jerry Wellington (*TES*, June 21). First, I commend the project's second aim "to allow in-service and initial training students the opportunity to use computers with children in a largely unconstrained way and to work with small groups of pupils over a long period".

I am less than happy, however, with the primary aim of the project – to test "the claims made for Logo". In discussing the claim that Logo is "universally motivating", Wellington comments that he found that many children "could not see the point of the activity". To be quite honest, from their point of view, nor do I! What was the aim of the activity for the pupils, to learn programming, to learn mathematics, to learn to draw, or just to be "guinea pigs" for the researchers?

Surely it is crucial to decide what you would like the children to get out of any activity. This will colour the way you interpret pupil activity and the suggestions you make to modify or extend it. For example, if children produce a beautiful pattern in Logo, if the goal is "design" we might colour it or tessellate it; if our goal is "mathematics" we might wish to reflect on the construction of the pattern, why it worked as it did. I was surprised to read that Mr Wellington "shuddered" to admit that he used worksheets. It has been well accepted in the "Logo community" (and by Papert in *Mindstorms*) that the teacher should most certainly act as a facilitator in the children's work – but in the context of the pupil's own activity and not imposed on it. I certainly would shudder if we are to have a Logo curriculum with week 1 "draw a square", week 2 "draw a triangle", week 3 "draw a house", etc. So the question is not whether one should intervene as much as how.

I also found it rather odd to read that Mr Wellington thought it surprising that very few children used a structured programming style. This is not a natural progression in Logo programming, especially if the children are introduced to Logo as a drawing tool – after all if you draw a figure you would just trace out the lines rather than do procedural analysis.

I do not want readers of this letter to think that Logo is easy for all children and that we must not criticize it. The reverse is the case. I believe that it is a strength rather than a weakness that while programming in Logo, children come up against hard problems of a conceptual nature. If we accept this then we should not trivialize the activity by not acknowledging these challenges but also we should not criticize the activity if all children do not understand everything in a very short time.

CELIA HOYLES
University of London Institute of Education

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Amend, not repeal

Sir – The report of the National Association of Head Teachers' booklet, *Religious education in schools* (*TES*, June 28), states that "Heads have called for an end to the legal requirement that religious education should be taught in school." This is not correct.

It is true that we "look forward positively to a situation in which religious education can be seen by all to have its rightful curricular place which owes nothing to the compulsion of legislation", but our recommendations are to amend the law, not to repeal it.

Our clear recommendation (on page 6 of the booklet) for an amendment to sub-section 2 of section 25 of the 1944 Education Act is that "*religious education* (ie, not "instruction") *shall be given in every county school and in every voluntary school*".

FRANK GRIMSHAW
Chairman
NAHT Working Party on Religious Education

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Right guidance

Sir – Your correspondent, David Grantham (*TES*, June 28), questions the validity of Canon Turner's arguments in their intellectual content, but then goes on to himself argue from some very dubious intellectual standpoints.

First, to argue that the arts have always had the aim of creating in people a "sense of right and wrong, responsibility and spiritual awareness" is to ignore the use of the arts for any aims from Agitprop to Dr Goebbels. The arts have in mind the aims of the artist or the patron – if anything – and nothing else.

Second, is the instilling of parents' beliefs into the minds of children in religion any different (or worse) than instilling beliefs in social behaviour? It may be ridiculous to maintain that to be educated one must attend school, but it is manifestly necessary to receive education that there must be tutorial support of some sort at some stage.

The challenging and rejection of religious ideas by young people is not abnormal nor confined to religion, rather is it symptomatic of being young. If the validation of the total worth of an idea or concept is whether or not it is initially rejected or accepted, then this is surely more a reflection of the initiation and teaching than necessarily the idea or concept. Religion does not have to be "doctrinaire" in the sense inferred by Mr Grantham. All major world religions seek to improve the attitude and behaviour of people towards people – notwithstanding the misapplication by extremists. The Christian faith is about basic standards of morality and concern, about love of God to people, and people to people. Individual morality will surely work best in a societal framework based on fundamental tenets.

These must be taught by the right methods and teachers (which involves commitment) if they are to be caught by the sceptical young people.

To cut out religious education and acts of worship in schools would simply be to create a vacuum with nothing particular to fill it. The solution lies in teaching and worshipping being carried out by the right people with the experience, commitment and skills to avoid the sterility and ineptness so often found, and not to cease trying. Certainly the answer does not lie in intellectual gymnastics.

BRIAN DROWLEY
Oxfordshire Project for the Training of Instructors and Supervisors
Kidlington
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Unfair criticism levelled at new philosophy A level

Sir – As an A level philosophy examiner for the Associated Examining Board, who was present at the meeting attended by Mr David Finn (*TES*, June 28), and who has taken on the scripts discarded by him on his resignation, may I make the following comments?

The examiners' meeting referred to in your report was not specifically for the marking of students' scripts; these were to be marked by examiners afterwards. The primary purpose of the meeting was to acquaint examiners with the marking scheme, to discuss it, and where appropriate to amend it. As a result of discussion and the study of a number of sample scripts, some amendments were in fact made to allow for alternative approaches to several questions, and general agreement was reached as to the allocation of marks. Mr Finn did not indicate at the meeting that he could not assent to this collective decision.

Mr Finn's assertion that a candidate had lost marks for disagreeing with the philosophical basis of a question is quite incorrect. I remember the issue well. The question required candidates (a) to describe the main features of the is/ought distinction, and (b) to consider what this distinction shows about moral judgement. That such a distinction has been made is historically indisputable (Hume, in particular, sought to expose the alleged fallaciousness of arguments from "is" to "ought"); and there can be no doubt that it does relate to a number of characteristics of moral judgements. Of course, the acceptability of the distinction is itself a matter for legitimate philosophical dispute: but students were asked initially to say what the distinction is and then to discuss what follows from it. It was decided at the meeting that essays should be marked positively for points made of direct relevance to these questions. Any discussion by candidates about the validity of the distinction should *not* result in a loss of marks; it would simply be ignored. Students could still receive full credit for a concise and comprehensive answer to the question actually asked on the examination paper. "Trying out different lines of thought" is indeed "an important part of philosophy", as Mr Finn affirms, but a prerequisite for success in an examination in philosophy – as in any other academic discipline – is that the candidate should read the questions thoroughly and answer them *relevantly*.

As to the other criticism – relating to a candidate who was "awarded one mark out of 25", I cannot agree with the "London University lecturer" to whom Mr Finn showed the answer. In my view, the essay was by no means up to degree level; indeed it does not

David Hume

address itself to the central issues implicit in the examination question to the level expected of an A level student. Mr Finn is described in your article as having a first-class degree in philosophy and an Oxford B.Phil, and presumably the lecturer is well-qualified: it is not my intention to impugn their academic integrity. But if qualifications and experience are relevant to this dispute, then, perhaps, I should mention that I studied philosophy for seven years at the universities of Dublin, Göttingen, and Oxford, hold a doctorate from the University of Sussex, and have been teaching university students – many preparing for the London external B.A. in philosophy, others at Sussex – for some years; and I am in accord with the chief examiner's views on the student's answer.

I do, however, question Mr Finn's judgement on the wider issues. Might he not have been better advised to wait until the end of the marking period before launching into a public attack on the AEB marking scheme (and tacitly on the other examiners)? I feel that he had done a great deal of unnecessary harm to the examination, which is, in my opinion, a bold and praiseworthy attempt to introduce philosophy as a legitimate subject of study and testing at pre-university level. I am most impressed with the range and quality of the questions in this year's problems paper. I am confident that as interest grows, and with a steady improvement in the experience and expertise of philosophy teachers, the examination could make a significant contribution towards the widening of perspectives and the development of critical thinking of sixth-form and young adult students.

(Dr) ANTHONY HARRISON-BARBET
Director, The Verulam Institute
Shopwyke Park
Chichester
Sussex

Misinformation

Sir – There are many of us in Salisbury who have been working quietly and steadily for the introduction of comprehensive education in our city for many years, without necessarily resorting to the national press to push our claim, preferring instead to work side by side with parents, governors, teachers and all those who wish to see an end to that most unfair and socially divisive form of education, namely, selection at 11.

However, the recent comments from Fred Naylor (*TES*, June 14) really do say a great deal about the deliberate policy of misinformation that the 11-plus supporters have been pumping out in recent weeks. Some facts from the May county council elections may interest your readers:

1 Bishop Wordsworth Grammar School lies within the St Martin electoral ward. The Labour/Alliance vote (both of whose candidates stood on a pro-comprehensive platform) was 986. The Tory vote was 652.

2 South Wilts Grammar School lies in the county council ward of St Marks. There again, the Labour/Alliance pro-comprehensive vote was 1472. The Tory vote was 1220.

3 On Bemerton Heath, the only area of Salisbury to include a comprehensive school actually in its electoral ward, and the seat of Celia Lamberth, one of the most vociferous supporters of comprehensive education, the combined Labour/Alliance pro-comprehensive vote was 1558. Indeed, Mrs Lamberth increased her own personal vote substantially. The pro-grammar Tory vote was 580.

4 Joan Main, ex-chair of Wiltshire education committee, deselected by pro-grammar Tories, stood as an independent candidate and someone well known for her support for comprehensive education. Her victory speaks for itself.

5 If the Conservative share of the vote in "inner" Salisbury was 42.1 per cent, as Mr Naylor suggests, then, *assuming* that the Tories attracted the pro-grammar electorate, it would appear to us that the pro-comprehensive vote was 57.9 per cent. Additionally, the success of the Labour/Alliance candidates in the rest of Wiltshire would seem to indicate a general satisfaction with *their* comprehensive schools. As campaign group, this comes as no surprise to us since the official county policy has always been, and was reconfirmed on June 7 to implement comprehensive education throughout the county.

The Salisbury and Downton Campaign for Comprehensive Education will, therefore, be resubmitting to the education working party its own proposals for two 11 to 16 comprehensive schools, with a tertiary level of education for 16 to 19-year-olds and we will be urging them to recommend that our scheme be put to the Secretary of State for his approval as quickly as possible.

SIMON DONALDSON
Salisbury and Downton campaign for Comprehensive education
12 Hollows Close
Harnham
Salisbury
Wiltshire

Shadowy Tog

Sir – Our reading club, which has 30 members aged 9, 10 and 11 years, discussed the review by Geoff Fox of *Tog the Ribber* by Paul Coltman and illustrated by Gillian McClure (*TES*, June 7).

We know the book very well, having performed a 20-minute shadow puppet show based on it, making 24 puppets, creating our own sound effects and learning the poem.

We think the poem is exciting and mysterious, and the illustrations beautiful as well as mystical. They drew us all into the book. We think it is suitable for all ages except the younger age group. We wonder if Geoff Fox meant the title page when he mentioned the unnerving dust jacket. Our suggestion for Grandpa is that he was either deaf or was killed.

HELEN ASHTON, SARAH BRICE, and ANDREA WHITE (all aged 10)
Great Chesterfield C of E primary
Saffron Walden
Essex

Great Chesterfield's puppet show

New chapter

Sir – Thank you for your increased coverage of school libraries. What a contrast there was between Ian Malley's encouraging article on information technology (*TES*, June 21) and the reports on the meeting of the Library and Information Services Council and the state of libraries in six local authorities as documented by HMI (*TES*, June 28).

That Bob Dunn's response to LISC's recommendations concentrated on policy at school level did not surprise me. But look where *laissez-faire* policy has got us so far.

The patchiness of good library provision, as so often cited by HMI, should make it obvious that some overall policy, Government-led, must be required. Schools do not just need libraries: they need qualified personnel to run them, so training of librarians is also a consideration.

Computers were thought important enough to warrant the setting up of the Micro-electronics Education Programme. It would be nice to think that the importance of handling information might be recognized by a government initiative.

The DES made a start in *Better Schools* – "the quality of school work can be improved where [...] schools succeed in making available to both primary and secondary pupils an adequate stock of books and other means of information (including new technology) through the school library."

So, perhaps a similar programme could be set up; Libraries In Education – it even makes a memorable acronym!

JAN CONDON
Editor, School Libraries Group News
Solihull Sixth Form College
Solihull
West Midlands

THE 1985 TES ENGINEERING ESSAY COMPETITION

For the third year running, *The Times Educational Supplement* and the Engineering Careers Information Service have sponsored an essay competition to focus attention on the importance of engineering.

A great deal is said about the quality of today's education and the young recruits it produces – or fails to produce – for wealth-creating industries. This year's competition turned the tables. Teachers and careers officers were invited to write up to 750 words putting the engineering industry straight about its own image. And students were challenged to write a 750-word essay entitled: "What has engineering ever done for me?"

The entries show the young are well aware of the debt, they owe to engineers. Indeed, Helen Davis, winner in the 11 to 14 age group, has particular reason to be, having had a kidney transplant.

Lucy Armstrong, winner in the 15 to 19 age group, shows that as well as acknowledging that debt, the young are only too conscious of the social, moral and ethical questions raised by some developments.

David Shearer, a careers officer, winning first prize in his section for the second year in succession, suggests (overleaf) how engineering employers can put their own house in order.

Over the moon: Lucy Armstrong (left) and Helen Davis receive their prizes at British Aerospace's Space and Communications Division, Stevenage.

Photographs by Martin Mayer

Student aged 11 to 14
First Prize: Helen Davis

Engineering has played an important part in my life during the past few years. Without it, I might not be alive today.

When it was discovered about two years ago that I had chronic renal failure, I was told that some day I would have to be give a kidney transplant. It may sound unlikely but a lot of electrical engineering is used to monitor a patient's progress before and after a kidney transplant.

For instance, before a transplant a substance in the blood called creatinine has to be carefully monitored at regular clinics. To do this, a blood sample is taken and sent to a laboratory to be analysed.

In the laboratory there is a large machine which takes up most of the space in the room. Different chemicals are automatically added to the plasma as it travels around the machine. When this process is completed, the creatinine level is measured and printed out on a computer. The doctors looking after the patient can then be notified of this level.

When a patient's creatinine level reaches about 500 millimoles per litre, he is put "on-call" for a kidney transplant. This means that information like the tissue-type of his kidneys and his blood group, is recorded in a large computer data bank, so that when a kidney becomes available, the patient whom it matches best can immediately be found on the computer and notified to go to the hospital that has the kidney for a transplant.

After the transplant, more engineering! The patient is connected to many different electronic machines. A temperature sensor is taped to the patient's toe, to save using a thermometer frequently. The nurse can then have an accurate reading of the patient's temperature – at the press of a button.

The patient is also connected to a heart monitor. This consists of several sticky electrode pads attached to his chest. These pads are wired up to a screen which shows a pattern of the patient's heart rate. The nurse can then see at once if this pattern becomes irregular. After a major operation like a kidney transplant, a patient has to have an intravenous drip. To make it easier for the nurses, as these intravenous drips sometimes have to give as little as one drop of the substance to the patient every minute, they are usually electronic.

There are many other machines outside the ward, in other areas of the hospital, that help to monitor a patient's progress. In nuclear medicine there are gamma cameras which detect and follow through the kidney the path of a radio-active substance that is injected into the patient at the beginning of the scan. A patient usually has three of these scans every week following a transplant until the scans show that the kidney is definitely functioning well.

Patients sometimes need to have X-rays; they have a chest X-ray before their transplant to make sure they are breathing properly before they have an anaesthetic. If a patient needs an X-ray directly after a transplant, a portable X-ray machine may be sent to him to save him being wheeled down to the section of the hospital where X-rays are taken.

If a patient is not lucky enough to be given a transplant, he is put on dialysis. When a patient is put on either haemodialysis or peritoneal dialysis, it means that he is connected to a mechanical or artificial kidney for several hours, two or three times every week.

In peritoneal dialysis, the patient has a plastic tube put in his side which stays there until he no longer needs dialysis. This tube can be connected to a machine which slowly allows some fluid into the patient. Later, when the fluid goes back into the machine, it takes with it any unwanted substances from the body.

In haemodialysis the blood is cleaned by the machine which acts as an artificial kidney. The patient usually has either one or two needles in his arm allowing the blood to go out of his body; through the machine, which cleans it, and back into his body again. This process is repeated several times until the blood has been cleaned thoroughly.

As I received a kidney transplant the day before I had to start haemodialysis, all the engineering procedures in this essay, apart from dialysis, happened to me.

Helen Davies is 12 and a pupil at Springfield Comprehensive School, Portsmouth.

Student aged 15 to 19
First Prize: Lucy Armstrong

Nothing! That was my initial reaction to the question "What has engineering ever done for me?" On reflection however that answer was both naive and false. In fact, engineering has done almost everything for me, as it has for everyone living in the civilized world. Traditionally, we think of engineering as being dirty work where you get your hands covered in oil or grease and spend your time with huge, hissing and steaming machines. However, engineering has diversified until today anything from producing test tube babies to splitting the atom is classed as engineering.

My very existence was only made possible by the, then revolutionary, ultrasound screening process. This was followed by a frenzied dash in an ambulance along the tarmac covered city streets to the sterile conditions of an operating theatre, the surgeons tools and deposition in the latest "high-tech" incubator surrounded by tubes, pipes and machines, all designed to bring and keep me in my new technological environment. Everything a new born baby could possibly need was there, on site.

My centrally-heated house protected me from the rigours of a British summer and provided me with a daily, hot bath and a sterile bottle. My food came, first, via a dehydrated, vitamin-enriched powder and later by the delightful 57 varieties of, heat-sealed and pre-cooked, liver starter and banana pudding. My forays into the outside world were by my foldaway pushchair which fitted into my car where I had my very own specially designed, safety seat.

By the time I started school I had experienced the trials and tribulations of zooming up the motorway, riding on a bus and going all the way to grandpa's on a train. I had "Listened with Mother", made potato prints with *Playschool* and tackled the art of decoding the printed word. A miniature engineer myself, I was soon to build my *Legoland* and fly my *Meccano* helicopter and rebuild my broken tricycle.

During my lifetime, engineering has spread its spheres of influence immensely. Throughout the 20th century, communications have improved, but no more than during the past 20 years with the birth of satellite television and, the now familiar, space link-up between the President and the latest space shuttle crew. We think nothing of watching the Olympics live from halfway around the world. Fibre optics and communications satellites now enable us to have telephone conversations to any country. With the help of a computer it is now possible to "post" a letter to several different countries and it will be delivered in a matter of seconds. In Milton Keynes, you can shop by using Prestel as well as keeping an eye on the weather news or train delays.

The invention and miniaturization of the silicon chip is now taken completely for granted and it is difficult to imagine life without the invaluable aid of the electronic calculator or the timid bleeps as earth is, yet again, about to be invaded by aliens.

The pace of life has increased dramatically. We now travel at Mach Two where, a century ago it was considered fatal to go faster than five miles an hour. It is now possible to book your ticket for the first commercial flight to the moon or have your ashes buried deep in space. Man is able to live for months under the oceans and possibly submarines hold the key to future improvements in intercontinental travel.

Engineering also brings about its problems. New computer technology will replace the need for man to work. This creates greater leisure time but, in a society where having a job is also linked to a person's price and prestige, unemployment is seen as undesirable. The splitting of the atom has brought about the development of the nuclear bomb and the possibility that man will not survive his next and ultimate war. The newest problem is posed by genetic engineering. With cloning already possible and the artificial moulding of genes not far ahead the prospects may be chillingly similar to Hitler's plans to produce a super race or the realization that Aldous Huxley's *Brave New World* may come true. I and my generation must face these moral and ethical dilemmas, as previous generations have fought and conquered their problems, with compassion, intuition and foresight. We must allow engineering to evolve and develop as man himself develops because engineering is the result of man's ability to think of new concepts and translate them into a physical machine, process or product.

My life is continually being affected by all kinds of engineering: from civil to marine, mechanical to electrical and from nuclear to genetic and yet much of its effects are lost or hidden. Very often they are misinterpreted, misunderstood or, more often than not, just missed.

Lucy Armstrong is 17 and a pupil at Aylesbury High School, Bucks. She hopes to read PPE at Oxford.

Prizewinners

In each section there was a first prize of £500, two runners-up prizes of £200 and three of £50. A further prize of £500 was awarded to the top students' schools.

Students 11 to 14 years

First prize – £500
Helen Davis, Springfield School, Drayton, Portsmouth.
Prize to winning school – £500
Springfield School, Drayton, Portsmouth (Head Teacher: Mr A Knight)
Runners-up – £200
Sarah Rebecca Honeywood, St James' Church of England Middle School, Bury St Edmunds
Prize – £50
Helen Lovelock, Devizes School, Devizes
Justin Parker, Lower Grammar School for Boys, Dover
Bethan Jones, Howell's School, Llandaff, Cardiff

Students 15 to 19 years

First prize – £500
Lucy Armstrong, Aylesbury High School, Aylesbury
Prize to winning school – £500
Aylesbury High School, Aylesbury (Head Teacher: Miss M S Lambert)
Runners-up – £200
Stephen Lewis, Wootton Upper School, Wootton, Bedford
Andrew Bailey, Watford Boys Grammar School, Watford
Prize – £50
Jonathan Wheeler, Beauchamp College, Oadby, Leicestershire
Stephen Goodbody, Beacon School, Crowborough
Graham Crust, Richmond upon Thames College, Twickenham

Teachers and Career Officers

First prize – £500
David Shearer, Senior Careers Officer, Portslade Community College, Portslade, East Sussex.
Runners-up – £200
Derek Yates, Head Teacher – Honiton Community College, Honiton
Frederick Lomax, Unemployment Specialist Careers Officer, Hertfordshire
Prizes – £50
John McDermott, Wilnecote High School, Wilnecote, Tamworth
Helen Whitby, The Blessed Robert Johnson Catholic College, Wellington
Beryl Haughton, Hereford Sixth Form College, Hereford

All prize winners also received a copy of The Times Atlas of the World

Judges

The judges of the Competition were:
Sir Richard O'Brien
Chairman, Engineering Industry Training Board
Sir Austin Pearce CBE
Chairman, British Aerospace plc
Dr Elisabeth Laverick
Deputy Secretary, Institution of Electrical Engineers
Anne Jones
Head Teacher, Cranford Community School
William G Friggens
Director, Engineering Industry Training Board
Dr James McFarlane
Director General, Engineering Employers' Federation
Terry Duffy
President, Amalgamated Union of Engineering Workers
Stuart Maclure
Editor, Times Educational Supplement
Bob Doe
Features Editor, Times Educational Supplement

The Engineering Careers Information Service was set up in 1978 to provide information about careers in the engineering manufacturing industry. It is sponsored by the Engineering Industry Training Board, the Engineering Employers' Federation and the Confederation of Shipbuilding and Engineering Unions. ECIS produces literature and aids for young people and those who advise them on career choice and provides teachers and career officers with opportunities to gain experience in industry.

'What can industry do to improve the image of engineering as a career?' teachers and careers officers were asked in The TES Engineering Essay Competition. Below is an analysis of the replies and David Shearer's prize winning entry.

Engineering a new image

Several points emerged over and over again from the teachers and careers officers' essays: the need to counteract the familiar, but misleading picture of the man in greasy overalls; the need to catch the attention of 13-year-olds before they make the decisions on what to take at O level and the need to make far greater use of television to enhance and popularize the idea of the engineer as a professional doing a highly skilled and exciting job.

Some of the more imaginative suggestions for using television included: a series starring the engineer as hero in the way that *All creatures great and small* starred a vet; a nationwide quiz programme, *Engineering Challenge on the same lines as University Challenge*. The teenage or pre-teen markets should also be tapped with items on engineering in popular magazines, or even in *The Beano*. Another idea was an Engineering Honours List involving someone like the Duke of Edinburgh.

At school-level, suggestions include setting up after-school clubs at local firms, with specially selected employees overseeing pupils' projects, something which is already being done in a few schools, and getting more young inspirational engineers into schools to talk to the children before the option choices are made.

The suggestion for persuading industry to sponsor a series of books for very young children ("E is for Engineering . . .") has already been piloted in an ECIS funded initiative in the West Midlands, where, as part of an industrial programme for primary schools, a reading book was produced for a class of six to seven-year-olds with technically accurate text and pictures of the manufacturing processes and profiles of workers.

Television series, computer software, the sponsorship of sport, masterclasses and problem-solving competitions by industry – all the varied suggestions came down, in the end, to one basic theme: engineering needs visibility.

Parents, and school children at all levels need to be told about engineering, the rewards and excitement it can offer as a career, and the qualifications needed to take up that career, and every method of transmitting that information must be used. The clear message is that young people will not come to the engineering industry unless the industry has first come to them, in their homes, in their schools, in their special interest magazines and in aspects of their everyday lives.

"More definite? What could be more definite than the task of improving the image of engineering as a career for young people?"

"Superficially, agreed, but, perhaps our problem will emerge from the fruits of our labours thus far. Market Research, Gavin?"

"Thanks, BJ. We surveyed what young people think of engineering and, then, how they see it as a career area. We found that, for the majority, engineering is old, grey, dirty, remote and male, and as a career area a non-starter.

"With the exception of a few informed and motivated young people, usually with family contacts in the industry, a career in engineering is seen as boring, repetitive and of little job satisfaction or esteem. Many would only consider a career in the engineering industry if it was the only choice available, and a few not even then."

"Thank you, Gavin. A gloomy picture, but don't despair. We have two possible solutions. Alastair, outline Solution One."

"Right on, BJ. Solution One is the easy option. We go for TV coverage, using a panther running powerfully over rough terrain. A deep, butch voice says, 'Everywhere you look there's engineering, from computer to can opener – even your television set. Engineering is at the heart of our prosperity, and engineering is going places.' At this stage the panther crests the brow of a hill, revealing a city of the future, which adds punch to the closing line, 'The engineering industry is engineering a better future for you.' Not very original, but probably effective."

"Interesting, Alastair. Any comments about that approach? Belinda?"

"Well, BJ, such an approach would miss the target, which is engineering as a career. It might raise public consciousness, make people feel grateful, but, the image would remain because it concentrates on the product, not on how the product was produced."

"OK, Belinda. What's the alternative?"

"Solution Two – the attack on a broad front.

"First, young people want interest in a career, yet engineering is not felt to offer this. Therefore, the emphasis should be on the rewards of working in engineering – the challenge, problem solving, team work and creativity.

"Second, the industry should do something about its 'dirty' image. Some engineering establishments present a very negative face to the outside world, however plush they are inside, and it's the outside that most young people see.

"Third, those who work in engineering are mobile publicity. If they aren't satisfied, it's no surprise the image of engineering as a career is poor. The best images are based on reality and the reality is that improvements can be made that will produce a better quality of working life. If you can't convince those in the industry that they have a worthwhile and satisfying career, how can you honestly expect to convince young people?

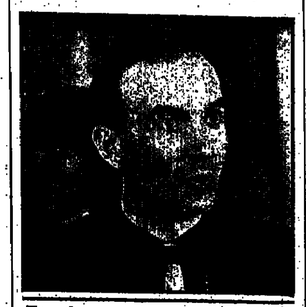
"Fourth, although great efforts have been made nationally to attract women into engineering, few firms make it a priority.

"Finally, and most importantly, there should be closer and more effective links with schools and, also, the wider community. Talks and videos are not enough. Get young people, their parents, their teachers, youth leaders and others into firms, get them to meet employees from all levels, whether it be marketing director or apprentice, and get them doing something constructive, not just walking around like a museum party. If a picture paints a thousand words, imagine how many are painted by actually being in the picture."

"Lovely, Belinda. There you are, our two proposals. Solution One would be expensive, but wouldn't require any action on the ground, so to speak. You could go back to the Dark Ages and the solution could remain the same.

"Solution Two, on the other hand, requires action. Not just, as usually happens, from a few enlightened firms but from the whole industry, big and small, employer and employee. Pointless to produce a glossy leaflet extolling the virtues of a career in engineering if the local engineering works is filthy to look at, does something that nobody locally understands and has a demoralized and bitter workforce.

"So the choice is yours, ladies and gentlemen. Are you really serious about your image as a career area or is it to be national, glossy lip-service again?"



Teachers and careers officers First Prize: David Shearer

"Next, the Engineering Industry account. Are we all prepared?"

"Yes, BJ."

"Good. Ask the clients in, please."

"Come and sit down, ladies and gentlemen. We hope not to delay you long but we need more [illegible] for the Third World. But the offer is conditional on other money being available.

David Shearer is senior careers [illegible] Portslade Community College.

Walking abroad

Howard Sharron reports on the dramatic successes of Conductive Education – a Hungarian system for teaching severely disabled children to overcome their handicaps – and on the British parents who, angered by 20 years of inaction, are sending their children to Budapest.

The Hungarians seem able to teach their handicapped children to overcome cerebral palsy to the point where they can walk and resume normal school careers. In Britain, however, they must attend schools for the physically disabled, rely on wheelchairs and depend on others for most of their needs.

The Hungarian system of Conductive Education has been widely acclaimed by psychologists, teachers and parents who have visited the Budapest Institute for Motor Disabled Children.

Professor Thomas Tillemans, a Canadian professor of Special Education, said: "There is no other place like it in the world".

Since the Second World War, the institute has been housed in a single storey barrack-style building in a residential area of the city. Inside, parents, many of them from rural low-income groups wait with their children for consultations with the staff, while others talk to their children before they return to their villages. More than 400 children live in the institute for two to three years on average. If their parents live nearby, they go home for weekends, but otherwise only see their families during fleeting visits and school holidays.

Large numbers of staff – called conductors – seem to constantly rush around the building which is packed with children. There is not a single wheelchair in sight. Children, who in British schools could be expected to be seen sprawling at their desks, on the floor, or in wheelchairs, are walking in long snakes. They are also to be seen doing climbing exercises, or working in one of the rooms set aside for conventional education.

In one of these six and seven-year-old athetoid children, whose limbs are prone to flop uncontrollably when they attempt some definite activity, are writing. Professor Tillemans said: "This is quite remarkable Athetoid children have the greatest difficulty controlling their arms and hands. You would never expect them to be able to write like this in the West."

The children spend much of their time and sleep in a single room where the main piece of equipment is a slatted wooden plinth which serves as bed and excersise bench. In each room there are 15 to 20 children with the same disability. Considerable importance is attached to the homogeneity of the group, and the children are expected to support and motivate each other through the exceptionally strenuous daily work programmes.

They are woken at 6.30, by the same conductors who put them to bed, and train for almost two hours in bathroom skills and dressing before breakfast. Very few children at the institute are unable to feed themselves.

Between 9.15 and 10am, there is walking training and then music and speech until 10.45 when they have a 30-minute break. School follows until lunchtime, after which Hungarian language and literature is taught until 1.45. Another hour of the walking programme is followed by 45 minutes of mathematics. The refreshment period at this point doubles up with lavatory training, and enthusiastic praise is the reward for "successes".

Incontinence is not acceptable in the institute for children other than those with *spina bifida*. This group gets far more intensive potty training and within two years, 80 per cent of these children overcome the disability: In the West, incontinence is considered the most intractable problem faced by their parents.

After mid-afternoon refreshment, the children return to class for intellectually normal, mildly retarded and severely retarded children. The Institute treats these categorisations as flexible because motor development goes hand in hand with intellectual development. At 4.30, they have another hour of walking and from 5.30 to bed-time at 8pm, there is more potty, washing and eating training.

Even normal children would find this programme hard to sustain and it says much about the motivational powers of the conductors. They are intensively trained for four years to combine the roles of teacher, counsellor, speach therapist and pyhsiotherapist.

It is a marked contrast to the highly individualized therapy given in the west to more or less passive children by numerous uncoordinated professionals.

Behind the differences in practice are radical differences in philosophy. The Hungarians aim to enable children to overcome their disabilities. Here, the the approach of the remedial professions is to enable children to cope with and contain their conditions – usually with the help of wheelchairs and other elaborate aids.

At the heart of conductive education is the belief that children are more open to modification than Westerners consider possible. In the case of cerebral palsy and other neurological disorders, the aim is to train the child so that the central nervous system is encouraged to restructure itself and bypass damaged functions.

This has much in common with Russian psychological theory – led by Vygotsky – which asserts the brain's ability to create new structures in response to particular forms of social interaction and activity. Interestingly, research on the brain's ability to recover from serious damage, and to change its internal systems in response to new tasks, also seems now to be endorsing the underlying assumptions of Conductive Education.

Children are under the powerful social pressure of the institution to master the complex practical skills demanded by the regime, their peers in the group, and themselves. The manipulation of limbs and the behavioural programmes of traditional physiotherapy are strongly disapproved of. Instead, children are shown the skills they need for survival and, in the words of the institute's director, Dr Mari Hari, "taught to realise their own will".

The conductors are given considerable discretion to vary methods, so that each child finds the easiest way to bypass disabilities.

Conductors encourage verbal regulation, in which the children shout out the movements with the conductor such as "lift", "bend", "stretch", "pinch" (vital for holding pens), and rhythmic intention in which children count a beat as a kind of intellectual aid to realizing different movements. The first is used because Soviet psychologists found links between language and movements. But once a skill has been internalized, the verbal regulation is dropped.

Rhythmic counting provides a beat on which to start and end a movement, and is used to heighten the child's conscious intention to mobilise his limbs. The speed of the rhythm is altered for spastic children because their rigidity requires slower, more flowing combinations. With athetoid children, it is speeded up since their floppy limbs need sharp and decisive control.

There is only one criterion of success or failure at the institute, whether a child learns to function independently in the world or not. There is none of the "relative progress" attitude dominant in many British special schools where success is claimed for the most marginal changes. Eight out of ten children move on from the institute to ordinary or special schools for the retarded, which in Hungary insist on the ability to walk.

Andrew Sutton, the Birmingham psychologist who has led the rediscovery of Conductive Education in Britain, discounts the possibility that the institutes appears to succeed only by dealing with less seriously affected children.

"If the Hungarians have the same incidence of cerebral palsy and other complaints as we have, and only the profoundly mentally handicapped are excluded, then these results have been obtained for a very wide spectrum of motor disabled children – the bulk in fact of what we would call physically handicapped children.

"Dr Hari," said Mr Sutton, "readily accepts that her institute is geared to make children physicially functional first, and numerate and literate second. Having seen children in Britain struggling in classrooms trying to learn when they can't keep their heads or bodies still, let alone a pen or a book, it is hard to fault her priorities."

Professor Tillemans agrees. "The goal here is to make children physically independent to reintegrate them into normal society. Mainstreaming is an objective, not a form of intervention, where disabled children are simply dumped into ordinary schools."

A conductor teaches the basics of walking and mothers (right) with athetoid and spastic children on the Budapest Institute's main piece of equipment, the slatted bench.

Athetoid child: 'Not expected to write in the West'

'Nothing like it in Britain'

Last year, when Kenneth Clarke, the Health Minister, visited the Budapest Insitute, for Motor Disabled Children, he said: "We would like to establish institutes like this in our own country as soon as possible.

But an attempt to establish a new four-year Conductive Education project in Birmingham, bringing over conductors from Hungary to train British staff, has been coolly received both by the Government and the major voluntary societies.

The Spastics Society has known about conductive Education for 20 years, yet it seems to have done little to publicize it or develop it in Britain, even within its own institutions. The recent discovery of this has outraged some parents of handicapped children.

"If their (Spastics Society) staff had come back from Hungary saying they had found a way of making our children walk, they should have shouted it from the heavens," said Pauline Routledge, a founder member of a group calling itself DICE (Disablement Integration for a Complete Environment).

Reluctance to rock the disability boat and the professions that sail within might account for the Spastics Society's diffidence to Conductive Education. The philosophy behind it represents a challenge to many of the beliefs of the British teaching and therapy professions. And the medical establishment – always a very powerful voice in societies for the disabled – also poured cold water on a non-medical approach.

Ester Cotton, the former consultant physiotherapist to the Spastics Society who discovered Conductive Education, managed to set up a small unit applying the system at the Society's Ingfield Manor School in Sussex. But, she said, it suffered from a lack of political and financial support within the society. The unit was too small to maintain a group of experienced staff who were not given anything like the intensive four-year training required in Hungary. There was little sustained research into what the Hungarians actually did and why.

Cherry Caspar has a spastic son, and worked at Ingfield Manor as a conductor after visiting the Budapest Institute. She recently returned there and left her son, Andrew, at the Institute for Motor Disabled Children while she returned to the rest of her family here. It was a very difficult but unavoidable decision, she said. At 11 years old, Conductive Education was no longer available for Andrew in Britain.

Staff at Ingfield Manor did the best they could, up to the limit of their training and resources. But she found it lacked the intensity and the results of the Budapest Institute though it was light years ahead of local authority special schools.

What happens in Hungary "is so impressive it is shocking," she said. "I knew it was the only place Andrew could achieve anything more. We would have been told in Britain that he had reached the limit of his potential. But they didn't think this in Hungary. He is a severely disabled boy but in two months they have moved him on from just standing, to walking with a large ladder-backed chair for support, and then to walking with a small chair. We just don't have the expertise to develop children in the same way here."

Though Mike and Lisa Horsley first approached the Spastics Society about their severely disabled son, Joseph, two years ago, they only found out about Ingfield Manor recently and with the massive waiting list Ingfield has developed, in desperation Mike Hoarsley too went to Hungary.

"My first reaction to what I saw was that I became very depressed. The children were so far advanced. I thought my son could never fit in. They were so mobile, aware and mischievious. Then I realized that many of them had only received full-time conductive education for a year. I am now hoping they will take my child."

"There is nothing that comes anywhere near it in Britain. It was an extraordinary experience."

In September, Mike and Lisa Hoarsley intend to emigrate to Hungary so that Joseph can attend the institute full-time. They are both painters so can carry their work on out there, but they have still had to seek funds from charities. And they are angry they are being forced abroad by the lack of provision here, and at the way they feel they have been treated by the medical and therapy professions and the Spastic Society.

"I am furious at the way Joseph has wasted two valuable years not receiving Conductive Education because the Spastics Society kept it quiet. They must have been putting parents off about it all over the place. They have known about Conductive Education for 20 years and just sat on it.

"We are also disgusted at the medical and therapy professions. The doctors kept on telling us that nothing could be done for the child, and not to bother, and not to ruin our own lives. They were ignorant and absolutely arrogant about any non-medical forms of help."

Mr Freddie Green, a former HM Inspector for special education and now the Spastic Society's new education officer admitted to failings in the past. Conductive Eduction was not disseminated because "there has not been anyone with sufficient drive to get things going beyond Ingfield. Nobody, until now, was prepared to take a view on it", he said, promising a more definitive line in future.

He said Conductive Education was not carried out authentically in Britain but did not consider this ever to be possible, or even desirable. "You can't simply transfer a system from one country to another. It would take a very long time to break down the attitudes of the teaching professions and the allied medical professions to give a joint training qualification for conductors."

Mr Green wanted to find ways of cooperating with the Birmingham project, some parts of which he favoured. But he had misgivings on others and quickly discouraged speculation that such cooperation could mean funds. Other sources in the Society have been less diplomatic and said that financial support is most unlikely.

Other possible avenues for funding too have proved dead ends. Approaches to Mencap, after first appearing fruitful, suddenly collapsed. It was subsequently announced that the Spastics Society and Mencap had agreed a joint research project into Conductive Education in Britain.

Despite the great interest shown by Kenneth Clarke following his Budapest visit, no financial commitment has materialized. The DHSS feels it must defer to the DES on the issue of Conductive Education for children and the DES is likely to defer to the market leaders in the field – the Spastics Society.

The only offer of any cash towards the £750,000 needed by the project – apart from Birmingham City's secondment of psychologist Andrew Sutton – has come from the United Nations. It considered paying for the training of British conductors for a year – the system could have great relevance for the Third World. But the offer is conditional on other money being available.

Better schools?

BERNARD BARKER

Since James Callaghan the word curriculum has been constantly repeated as if it were a magic incantation, like Mrs Moore in *A Passage to India*.

Curriculum must be relevant, coherent or practical; it must be reviewed, defined and assessed. Schools are supposed to "deliver the curriculum" rather than teach. Bewildered subject teachers have had to learn a new terminology in which English becomes "communication skills and art is described as the "creative" or "aesthetic" line of development. Everyone believes that once aims/policies are agreed good teaching is more or less inevitable. There comes a moment, however, when even parrots see through what has been transparent. The emperor's nude form is starkly revealed in these two booklets, delivered free to all schools by the DES in an uncharacteristic gesture of generosity.

Both pamphlets are committed to further curriculum discussion as a panacea for the increasingly desperate state of the schools. There are no additional resources to provide books, equipment and reasonably contented teachers so curriculum change has to substitute for education policy. The DES argues that a broad, balanced, relevant curriculum (pages 4/5) with a strong, technical, vocational element (page 6) will lead to a marked improvement in pupil performance.

At present, "standards . . . are neither as good as they can be, nor as good as they need to be" (page 2) but no evidence is cited for such a bold and potentially offensive generalization. Cuts in rate support grant, the uncertainties of GRE4, two years of industrial action and the Secretary of State's own hostile comment and manic initiatives are not mentioned.

General failure is attributed to teachers' expectations being "clouded by inadequate knowledge and understanding of each pupil" (page 3) and the fact that "in most secondary schools agreed curricular policies appear to have little influence" (page 2). There is no attempt to explain why nationally agreed policies should succeed if these statements are true, nor is the mechanism by which curriculum discussion is translated into better or more lively teaching made clear.

Better Schools seeks to alter the laws of statistics, aiming to "bring 80 to 90 per cent of all 16-year-old pupils at least to the level of attainment now expected and achieved by pupils of average ability" (page 6). The DES has yet to learn that a standard, like beauty, is in the eye of the beholder and that everyone cannot be above average.

GCSE is intended to work the miracle by which an individual, competitive examination will raise standards for everyone at no cost to the Exchequer. The trick is a planned switch from the normal distribution curve to grade related criteria as a base for measurement. No one has yet shown how absolute standards or educational criteria can be used for assessment purposes without reference to a previous norm-related expectation. You cannot say what students *should* be able to do without observing what they can do.

The Curriculum 5–16, an HMI discussion document, follows the DES line that curriculum discussion improves lessons, using the same slogans about balance, relevance, breadth and differentiation. The paper complains of the standard report phrase "could do better" that "it provides no indication of which specific aspects of the work need improvement" (page 53). The remark could be applied with equal justice to the publication where bland platitudes and tautologies struggle to say everything and nothing.

The statements, for example, that schools, should give "attention to academic progress, though not to the exclusion of other important experiences" or that "there is so much knowledge which is potentially useful" have the same analytic power as the suggestion that balls should be round, or at least oval. One can just imagine an exciting staff conference on environmental education based on the description of "human and social" dimensions of the curriculum offered here: "This area is concerned with people and how they live, with their relationships with each other and with their environment, and how human action, now and in the past, has influenced events and conditions" (page 18). This is indeed a path to national consensus about the curriculum. HMI have discovered that good schools have good heads and virtuous pupils, a triumph of diplomatic observation. At a certain level of generalization reality disappears altogether.

Better Schools and *The Curriculum* combine rebuke and platitude in equal measure and it is probably just as well that teachers are no longer listening to their supposed leaders.

Bernard Barker is head of Stanground School, Peterborough.

Out in the midday fun

JANE SCOTT

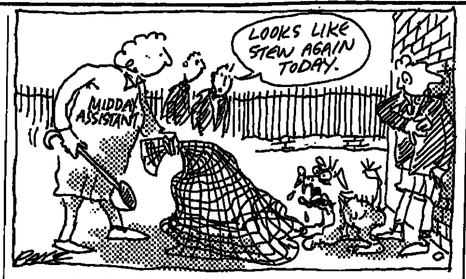
I first began my work as a midday assistant, wrongly known as a "dinner lady", at a new comprehensive school after nine years of being a housewife and mother. I had heard that there was a vacancy and although I felt I was much more suited to a secretarial job if I could find one, I thought that this job could perhaps lead to a more "respectable" position in the school if I already had one foot in the door.

It was a big step even to go for an interview after so many years at home. The headmaster was willing to let me have a go, knowing, as I know now, that there is a great deal of experience needed to handle children in the 11–18 age group firmly and fairly. It takes time for an untrained person to feel at ease in a school atmosphere and many women in the position of midday assistant do not stay long enough to become a useful fixture.

That morning, I was taken down to the kitchen to met the supervisor as we do have to work closely with the kitchen staff although we are on the other side of the counter. To my surprise I was asked if I was prepared to don an overall and take charge of the dining room there and then. It seemed a good idea to plunge straight in so by noon I had become the new "dinner lady", a source of curiosity.

The children were polite and I was kept busy keeping the cafteria trays on the move and later cleaning the tables. The hour and a quarter went very quickly; I had a free lunch at school and went home feeling a little harassed but a lot more alive than I had felt for a long time and much happier about starting on Monday than I would have done if I had not been thrown in at the deep end.

Every school has a slightly different system but there are four of us at ours and we work a friendly rota: one week in the dining room, one supervising a special room allotted to the packed lunch eaters and two weeks patrolling the playground. This rota also adds to the days and weeks appearing to pass



quickly and makes the job bearable, adding a little variety to what is not a tedious job in itself but for the fact that you are tied to those two hours in the middle of the day. A great asset is, of course, that when the children are on holiday, so are you, and the half pay in the holidays as a retainer comes in very useful.

There are certain manual tasks to be done in the dining areas to keep us busy, but the big question is whether our presence in the playground is necessary and really deters bullies and fighters. I believe that our presence gives the more nervous children confidence and a sense of security especially if the same adults is there through their school years. The trouble-makers know that we would report disruptive behaviour and this must be a deterrent.

Horseplay sometimes leads to tempers rising and the children cannot always sort it out for themselves. We only need to speak politely but firmly to most of the children in a way that their parent would at home.

If the occasion arises when they will not obey you, we will hand them over to the appropriate teacher or take their names and report them later. The children call it "snitching" but it is sometimes necessary.

It takes time to get to know the teachers and which ones will back you up in a situation. It is hardly fair and quite useless to hand over a fight or any sort of unpleasant situation to a new teacher. They will certainly be more nervous than you are; it is more in your interest to have a friendly chat with them and put them at their ease when they are new then land them in an impossible and embarrassing position.

The primary schools still seem to have a few screaming "battle axes" for "dinner ladies" but they will not survive in the comprehensives of today. The teenagers will not be spoken to like animals and there is no reason why they should be.

I have known several battle axes who have left very quickly. They could not understand why the children did not like them even though their loud, harsh voices could herd the children in any direction they chose to drive them. They wanted to force the children to obey them by fear one minute and be on mutual first name terms and even join in their games the next. They usually claimed to understand children and how to handle them. You would think they were talking about poisonous snakes!

Children and young people today have dignity and they will respond to good manners and to someone who enjoys being with them. The ideal person is an intelligent mother with a great deal of tact and diplomacy who does not stand in awe of the teachers but can create a happy working relationship with them all.

Those who stay in the job are ladies who, despite the various difficulties, have discovered the joy of being in the company of children of 11 upwards whose growing process is incredible to watch in so short a time. They mature before your eyes and you hope that you may have played a small part in helping them to develop into balanced and well-mannered people.

Applying oneself

TONY EVANS

After sorting through a mound of applications for a first teaching post, one fact becomes depressingly obvious: most students are not being shown how to apply.

With more candidates than posts, it may not seem to matter that over half the applications can be discounted straight away because of poor content or presentation. Unfortunately those rejected may include some of the best potential teachers, who are failing to get interviews and jobs because of inadequate application technique rather than unsuitability. This makes recruitment inefficient and threatens the calibre of the whole profession.

The best solution to this would be for the colleges and departments of education to invite practising teachers actually involved in the selection and shortlisting process to visit their establishments and talk to students about making effective applications.

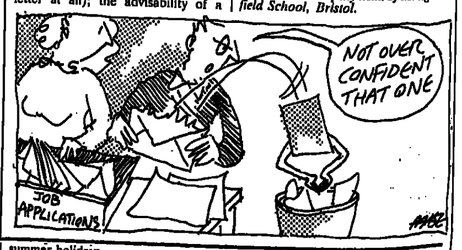
Real examples could be used by heads of department, deputies or heads to illustrate the points covered. These would include the vital importance of always enclosing a well written, enthusiastic and informative letter of application (over 50 per cent of applications I recently received for a Scale 1 English post contained no letter at all); the advisability of a separate cv; and the need for very careful presentation. Most students are unaware, for example, that a letter typed or hand written in black ink on unlined A4 paper is preferable to felt pen on lined file or notepaper. Even such basic points as the awful impression created by photocopied letters of application – a surprisingly common phenomenon – will not be grasped by the majority of students unless someone with experience of drawing up shortlists tells them.

Given several sessions with the students, visiting staff could also carry out some valuable practical exercises. A number of posts could be "advertised" as an exercise, with all the students applying and criticizing each others applications before drawing up a shortlist.

Any practising teacher who has talked to students about applying for jobs is likely to find a basic ignorance about even the most fundamental facts, such as the need to *respond to* advertisements the next day rather than a fortnight later, and the advisability of applying for as many suitable jobs as possible rather than one or two each month.

It is a sad fact that not all aspiring teachers will be able to get jobs. However, the present poor quality of advice given about making applications is inexcusable. This is one area where the teacher trainers must overcome their traditional fear of outsiders, and use the readily available expertise of those involved in the selection process to help their students over the first hurdle in the competition for employment.

Tony Evans is deputy head of Mangotsfield School, Bristol.



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Recent yes, but relevant?

MARY WEST

As one who left a primary headship last summer to join a College of Education training primary teachers, I find it hard to suppress a smile (or a wince?) when I read about the importance of "recent and relevant school experience". Relevant to what, to whom?

Coming, as I did, fresh from school, I should have had ideal experience to offer; and, to be sure, I enjoy my new post. But I often feel pretty incompetent; for teaching BEd students is a very different matter from teaching young children. I find that I need very different skills, which are taking time to acquire – they certainly did not develop during the course of the summer holidays.

For example, I am required to give some quite formal lectures on aspects of child development, Piaget and personality theory to large groups of students. Simply putting together the material for these takes most evenings. But there are also assignments to mark, in accordance with university standards.

Then there is the nightmarish situation of leading a discussion, with the looming possibilities of the Scylla of total silence from all students, leaving me blathering inconsequentially, or the Charybdis of a free-ranging collection of ideas I cannot relate to each other, which is liable to dissolve into private conversations and arguments.

Hardest of all, I find, is to be aware of my own classroom skills and to find ways of transmitting them to students. Teaching practice supervision, though it is pleasant to be in a classroom again, requires a further bunch of new skills; for when I was in my own school, I could choose the moment to give friendly and constructive advice to a student or a teacher.

But now, within a very short space of time I am required to sum up what is happening in the classroom, and straight away give my diagnosis and suggest ways forward. And I have to keep the class teacher and the head happy.

Through my new colleagues' support and generosity, I am learning how to do these things. I only hope I shall crack it before I, too, come to be seen as lacking recent and relevant experience. I do not for a moment deny that within the colleges there should be tutors familiar with modern classrooms, modern children. But such experience should not be rated more highly than the skills required in teaching students. A truly close partnership with practising teachers seems to me to be a more useful way forward for colleges and student teachers than a blind insistence on too high a number of college staff with skills more appropriate to the classroom than to the many different settings in which we educate tomorrow's teachers.

The history woman

Jessica Saraga on the life and work of Marjorie Reeves

Reaching 80 is an achievement among many for Marjorie Reeves, though she sees it all more in terms of the privilege it's been to spend a lifetime doing what she's most enjoyed. Generations of undergraduates at St Anne's College, Oxford, where she taught history for something like forty years, have felt rather lucky too, to encounter her enthusiasm, scholarship and human concern. Few of them escape her memory, even now.

She was brought up in Wiltshire near the Westbury White Horse, and still has the long, soft Rs to prove it. She can't remember a time when she wasn't interested in history, but she does remember getting carried away at school writing an impassioned speech for John Hampden to deliver in Parliament. She was a Roundhead by conviction even then, the radical stance presaging a continuing radical streak.

Passing inside the ivory tower as Oxford then was, after three years she came right out again, and it was her time spent teaching in London which stimulated her interest in the two areas outside Oxford where she's made tremendous contributions – the teaching of history in schools, and the whole business of education in its broadest sense.

She's always believed in education as a lifelong right for everyone, in whatever shape or form it most suits them, arguing for continuing education decades before anyone ever called it that. She was calling for nursery education, for community schools, for education for leisure, for work experience and vocational education, nearly half a century ago. Nor is she unduly depressed at the thought that it almost all still needs to be said again and remains to be done. But she did permit herself a certain wry amusement at the suggestion at the recent headteachers' conference that perhaps the school-leaving age should now be lowered. When she was sitting on the Crowther Commission she very nearly tabled a minority report arguing against ROSLA in favour of community and work experience, so concerned was she that ROSLA might be against the interests of those whose adolescent interests lay anywhere but in school. She's always been keen on some kind of voucher or insurance system whereby you could use your entitlement to free education whenever you most felt the need for it.

There's one more book on education still in her, she thinks, which she'd like to get out; it would be a counterblast to the current utilitarian emphasis in education which elevates capability and the acquisition of skills too far above the ability to be fascinated, to be desperate to find out more. Thus are five-year-olds waxing passionate about space or butterflies turned into people who are technicians or computer programmers and nothing more. It crossed her mind to call the book "Are we killing the geese that lay the golden eggs?"; clearly she feels that we are.

It was her own capacity to be fired by a subject that led her into the study of Joachim of Fiore, the 12th-century millenarian prophet of perfectability. Everyone thought she was crazy, but she never regretted following her instincts, and if not exactly rescuing Joachim from obscurity singlehanded, she became and remains the leading British scholar on his influence.

She was an unrepentant medievalist in school history too, defending the study of the remote as well as the immediate past, and deploring the view that sees "relevance" only in the 20th century. If history is about understanding ourselves and our roots, other people and theirs, nothing is irrelevant that speaks of the human condition and the mainsprings of human action. Socrates and Athens raise questions of indoctrination, democracy, the toleration of dissidence, slavery, the position of women, just as well as any modern study; Dante was embroiled in love and loss and politics and hope, pretty much as many of us are today. At a lower level, simply finding out about how people lived hundreds of years ago can provide the first insight into our common humanity with people of other times and cultures.

Much of this thinking is behind Longman's *Then and There* series, for which Marjorie Reeves is justly best known. She wanted to create for children a unity of time and space, to immerse them in a "patch" of history, in contrast to the traditional superficial abstractions of the chronological approach. Her own contributions on medieval and Elizabethan life combine clear and simple language with a scholarship which emphasizes original sources and contemporary illustrations. It's all part of the attack on the Victorian legacy of edifying stories and artists' impressions of noble deeds, which produced the "new history", in which she's been a seminal influence. Over all the Then and There books Marjorie Reeves keeps a benign and watchful eye still as general editor, insisting on the validity of her first conception. There can't be many postwar children who haven't come across one of them somewhere in their school career.

She must have been an inspirational teacher, always keen on the immediacy and impact of the spoken word (though she is the first to value the contribution of educational technology too), always keen to find ways of adapting her material to the interests and capacities of whatever pupils confronted her, and always the first to want to get outside and look at the history round about.

When she was asked to apply to St Anne's after the war she was in two minds about whether she'd stay long in a university which, still a bastion of privilege, was a complete contrast to the schools she'd been in in Battersea and Camberwell and Peckham. As it turned out, Oxford has remained her base ever since; she still lives over the road from St Anne's. She has watched Oxford become less exclusive and more open to talent, and given it a good few pushes in the right direction; she set up a schoolmistress fellowship at St Anne's, pushed the college's going mixed, in the certainty that more mixed colleges must ultimately get more women into Oxford, as of course it has.

She did feel a bit isolated, she supposes, in the old days as a woman in a man's world, and is very regretful that with the advent of mixed colleges, jobs haven't been shared equally with women. But you can't imagine her being discriminated against because it would never occur to her that she might be. "If you relate to people person to person," she says, "there's never a problem". She thinks she's not favourite with the women's movement for this kind of attitude, and confesses to a certain amount of irritation with the exclusiveness of Women's Studies. Of course women have been left out of history; of course they should be written back in. But not, she feels, out of context of everything else.

She'd be the last to deny that something needed to be improved, or that it could be. Involvement and the conviction of the possibility of progress are her hallmarks, and her freshness of approach, energy, and commitment to education in its widest sense, haven't dwindled. Here's to her next 80 years.

Both sides of the curtain

Sarah Ray on Mari Bicknell's Cambridge Ballet Workshop

Cambridge Ballet Workshop began in Mari Bicknell's children's nursery in 1950 with a small cast of children under 13 and piano music from the adjoining sitting room; the production was called "Let's Make a Ballet", and ballets for and about and with children is what Mari and the company have been making ever since. The nursery has been superseded twice, by the Arts Theatre, Cambridge, in July 1952 and, perhaps a more exciting transformation, by the Theatre Royal, Bury St Edmunds, from July 1965. The productions have also become more lavish, but the spirit of vitality and joyousness emitted by Mari's pupils has remained, gathering a loyal and devoted following of pupils and audience ever since.

For many of us, children's ballet suggests grim hours spent in church halls watching ill-assorted and often untalented and uncomfortably dressed children perform their annual "display" – the occasion enjoyed only through the rose-coloured spectacles of devoted parents. It is different with Mari Bicknell's ballet. There is no individual showing off; the emphasis is on the cooperation of the company and though each child is technically stretched they are never strained. Cambridge Ballet Workshop is a unique company of 20–30 children aged between 7 and 18, drawn from all the pupils Mari Bicknell teaches. The company is flexible, but Mari demands and gets a very high standard of commitment. Originally children attended two classical classes a week as well as rehearsals relating to the two annual productions. But as the company has extended its range and embraced jazz ballet as well as mime, most of the children now attend three classes a week, which represents many after-school hours for those who are also committed to their own school's academic life and the extra-curricular demands of sport and music.

The children are rewarded for this dedication and hard work by the experience of taking part in a production rooted in professionalism. For, dancers apart, Cambridge Ballet Workshop has given the opportunity to young musicians, composers, designers and stage managers to display their talents and learn their trades – Peter Pettinger and Roger Vignoles both played for classes and performances and Roger Vignoles composed a commissioned score for "Six Characters in Search of a Choreographer" in 1965. Patrick Robertson, who has more recently designed for the London Stage has also designed delightful sets for the Workshop.

Unlike most dancing classes, Mari Bicknell's have always been accompanied by a "live" piano, because for Mari educating children in dance on both sides of the curtain means encouraging an understanding and appreciation of music. 1955 was a milestone for the company when Joseph Horovitz was commissioned to compose a score for a new work "Les Rats". He subsequently composed a score for "Alice through the looking glass".

"Let's Make a Ballet" was Mari's response to "Let's Make an Opera"; the music and personal encouragement of Benjamin Britten has been an inspiration for several of Cambridge Ballet Workshop works. "Young persons guide to the Orchestra" was first danced in 1970 and remains in the repertory; particularly attractive are the youngest members of the company who dance delightfully to interpret the piccolos and flutes.

In 1968, with the support of Cambridgeshire Education Authority, Mari Bicknell embarked on an illustrated lecture programme which would encourage East Anglian schools to bring parties of children to performances and extend the awareness of dance in the region. This has proved so successful that ever since Cambridge Ballet Workshop has performed eight school matinees each year to packed houses.

The company became a charity in 1974 and in order to be registered as such Mari Bicknell set out formally its aims. "The final aim has perhaps been the toughest", she says, "to present ballets for the entertainment and education of audiences with special attention to the balance of the arts of music, dancing and painting based on stimulating ideas within the imaginative grasp of children. To move and totally involve our audience. So which of my own ballets come nearest to these rather high-faluting ideals? For me it must be 'The Infanta's Birthday' . . . which will be danced in the farewell season."

This is based on an Oscar Wilde story and set to two pieces of Ravel which Mari has cleverly interlaced with sets and costumes inspired by Velasquez painting "Las Meninas". It is a story about children and so when interpreted and danced by children the emotion of the Infanta herself, played by a determined 11-year-old, the power she exercises over her court is electric.

What does Mari hope for the children of her company who are dedicated to the hard work of dance and the theatre for so many years? Certainly not that they should become professional dancers. Amateurishness is frowned on, but there is no encouragement of "stage-struck" little girls. But the possibility of a choreographer emerging from the company delights her and many children have gone on to careers in the extended theatre arts with a realistic outlook. Bill Buffery, now a director at the National Youth Theatre, was a member of Cambridge Ballet Workshop in character, rather than dance parts. Deborah Hedderwick, a former Workshop soloist who danced the original Infanta, is now a professional choreographer in London; she has created various ballets for the company and her vigorous and humorous ballet "Sporting Chance" is in the current programme. Next year she will be helping the new director Caroline Messenger mount the 1986 production.

Any visit to the Theatre Royal, Bury St Edmunds, is a treat – Wilkins' charming theatre, with its rounded auditorium of gilded boxes under a domed roof with painted sky and pinky clouds, enhances the audience's experience. This summer, under Wilkins' dome, Cambridge Ballet Workshop presents a dramatic ballet, "Plumed Serpent", based on traditional Mexican music and legend, and designed and choreographed by Caroline Messenger, and her wartime ballet "Dancing in the Dark" to Duke Ellington; as well as "The Infanta's Birthday" and "Young Person's Guide to the Orchestra". The costumes are expertly realized by Irene Ashman, as have been all the costumes since 1960.

This is the story so far. Mari Bicknell retires as director this year but not as the company's teacher of classical dance. So she can look forward to next year's production under new direction but with the same ideals: educating children on both sides of the curtain in ballet as a theatre art.

Cambridge Ballet Workshop will perform at the Theatre Royal, Bury St Edmunds from July 15–20. Box office: 0284 69505. Enquiries: 0223 352760.

Following the leaders

The Conservative Party from Peel to Thatcher. By Robert Blake. Methuen £12.95. 0 413 58140 3. Fontana £3.95. 0 00 686003 6.
Thatcher the First Term. By Patrick Cosgrave. The Bodley Head £9.95. 0 370 30602 3.

Both these books are in a sense "second editions". Lord Blake has brought up to date his popular *Conservative Party from Peel to Churchill* first published 15 years ago. Patrick Cosgrave, once a speech writer for and confidant of Thatcher, has also built heavily on his *Margaret Thatcher: a Tory and her Party*, published in the year before she became Prime Minister.

Blake's new chapters are written with the same bounce and pace as the original ones. The extended version will take its place as a highly readable text and reference book on the history of the Tory Party. But, to be churlish, the old wine was better than the new. The blurb claims that in the case of recent episodes Blake, the lifelong *historian* of the party, has also been able to add "private information and personal knowledge of the people involved".

That may be the case, for example when he is describing the way in which those in control rigged the evidence of relative support to ensure that Douglas-Home and not Butler should become Prime Minister after Macmillan. (Douglas-Home only just lost the subsequent 1964 election. Butler would very likely have countered Harold Wilson better and won it. What then, he speculates, would have happened to the respective stories of both Labour and the Tories?)

As he gets closer to the present, though, the narrative becomes frankly what we journalists call a "cuttings job", strangely peppered with phrases like "to the outside observer – and one must emphasise the lack of inside knowledge" or "insofar as one can judge". There is, of course, no clear line between history and current affairs journalism. All one can say is that by the time Lord Blake gets to the Heath and Thatcher years he has crossed it – and that he is an infinitely better historian than a journalist. (Also, without wishing to seem unduly pedantic, the Provost of Queen's College, Oxford, surely owes us a duty not to use the word "biographized", even if it is only in the bibliography.)

Patrick Cosgrave, on the other hand, is a journalist attempting instant history. He is flattering enough to quote liberally from a slim volume that I wrote after Thatcher's first year in office, usually with attribution. And we have come to many of the same conclusions about her – with the difference that Cosgrave is sympathetic to what Thatcherism has been trying to achieve and thinks that it is getting somewhere.

His narrative is indeed illuminated by private information and personal knowledge of the people involved, particularly Thatcher herself – though here again the earlier material, when he was still a member of the inner circle, is richer than the later.

To my mind the central new insight that Cosgrave provides about Thatcher's period as Leader of the Opposition from 1975 to 1979 and in the subsequent early years in No 10 is that she was unsure of her *legitimacy* as leader of the party. It explains so much in her conduct that was perplexing and has been put down variously to her original almost total inexperience of running things, or to her sex. From the start she mixed ruthlessness and obstinacy of purpose with indecision and an unwillingness to be rid of colleagues who were opposing her. Her first Cabinet, for example, was made up almost entirely of the front bench team that she had inherited from Heath four years earlier.

Thatcher had reason to be unsure of her legitimacy before 1979. She had become leader by accident. She was chosen by the late Airey Neave – who did not then know or like her particularly – as the standard bearer against Heath *faute de mieux*, in particular *faute de* Sir Keith Joseph who had put himself out of the running with a silly speech about the lower orders.

If Heath had not obstinately hung on after two election defeats running, when the party clearly wanted to get rid of him, if Whitelaw had behaved like a politician and thrown his hat into the ring earlier, if a lot of Tories who tactically voted Thatcher on the first ballot only to scare Heath into resigning had known what the result would be . . . if, if, if. In those years she had every reason to feel insecure. Thatcherism was a commando raid that for the time being had control of the commanding heights of the party, but its position was completely unconsolidated.

But, Cosgrave convincingly suggests, the 1979 election victory did not make Thatcher feel legitimate either. For the fact was the electorate was voting to get rid of a Labour government, not voting positively in favour of Thatcherism. The 1979 Tory election manifesto contained all the usual platitudes of modern Toryism, but it and the campaign contained nothing to suggest that there was going to be any radical departure from the kind of Toryism that had been put forward, say, under Heath. Those in the know were aware that a small group of political ideologues had formed themselves around the leader, but what has subsequently become Thatcherism was certainly not presented to the electorate for its endorsement.

The irony of this analysis is that – post-Falklands and the 1983 election – Thatcher has become sure of her own political legitimacy just as it is becoming clear beyond all doubting that the economic industrial and social policies she has been pursuing are turning out to be catastrophic failures. When some future Lord Blake writes the history of this last decade, Thatcher will in retrospect turn out to have been one of the great Tory disasters.

Illusions

Images of God: The Consolations of Lost Illusions. By Peter Fuller. Chatto and Windus £4.95.

Peter Fuller is one of the few art critics currently raging against neo-expressionism, a style that hit London with "The New Spirit in Painting" exhibition in 1981 and became an international cult after the success of the "Zeitgeist" show in Berlin in 1982. The images used in this new art are, like fast food, seized greedily and fast. Emphasis is placed not on skill or slow distillation of the idea, but on an anti-intellectual spontaneity. While museums and leading collectors fight to acquire paintings by Georg Baselitz, Fuller finds them "inflated in size and price, overweening, ugly, bombastic, vapid, loose and awash with the sentimentality of borrowed angst". Another neo-expressionist is the American Julian Schnabel, whose canvases covered with smashed crockery were shown at the Tate last year. Fuller called on its director, Alan Bowness, either publicly to justify Schnabel's art or to resign.

Bowness, of course, did neither, and Fuller's vociferous complaints have done little to stem the fashion for large-scale hectic painting. Critics, nowadays, are out of the game, mere commentators on the taste-making activities of certain collectors, dealers and exhibition organizers. Fuller, perhaps to offset this marginality, resorts to vigorous polemic. Whether attacking post-modern jewellery made out of torn cinema tickets or a misconceived exhibition, his criticism is salient and lucid. But in this his third collection of essays, articles and reviews, his arguments can sound shrill and abusive: Schnabel's imagination is "acned and adolescent"; the taste behind "The Hard-Won Image" exhibition that of an "insipid, confused and ingratiating" bureaucrat. Still more gratuitous is the aside delivered on a feminist critic: "that ageing schoolmarm of the late 1960s". Is Fuller becoming a second Douglas Cooper – renowned for his entertaining invective but too extreme to merit respect?

When he praises either a painting or a pot, his stance is that of a radical conservative in the Arts and Crafts tradition. He values skills, traditions, study of nature, and regrets the lack of a "shared symbolic order" such as Christianity provided in the past. Without craftsmen have no "meaningful system of ornament" and the artist is menaced by "unredeemable subjectivity". Fuller is not, however, as the book's title might suggest, advocating a return to religious art. His final essay, a synoptic account of christological studies, helps explain why for him "the illusion of God has been pricked for ever". Yet he predicates a need for consoling illusions, and throughout this book judges art on its ability or failure to provide them.

Frances Spalding

Notebooks

Johann Sebastian Bach by Hannsdieter Wohlfarth (Lutterworth Press £12.95. 0 7188 2617 5) makes an immediate impact with 40 pages of illustrations including some stunning colour plates of the composer, and the people and places associated with him. This is an approachable, well documented if sometimes jerkily written account of the composer's life and major works, suitable for the school library.

In Olivier Messiaen and the Music of Time (Faber £17.50. 0 571 13534 X) Paul Griffiths offers a thoroughly researched, perceptive analysis of the range of influences on Messiaen's music and a chronological study of his works up to the latest, the opera *Saint François d'Assise*. Probably the most comprehensive account of Messinen's music to date, it is unusual in its examination of the composer's output from the musical and artistic point of view rather than the theological.

Peter Heyworth's Conversations with Klemperer (Faber Paperback £4.95. 0 571 13561 7) are a fascinating record of the conductor's early years at the Kroll opera, his exile in America and the period in London with the Philharmonia. Klemperer the "giant among traditionalists" makes wry personal comment on Schoenberg, Strauss, Webern and many other composers and conductors of his day, and has a harsh word for some members of the avant-garde who "stamp their feet and call it music".

Philippa Davidson

Literature and the Left in France by J E Flower (Methuen £5.95. 0 416 39640 2) is a paperback reissue of a book first published in 1983 which deals mainly with the novel, from Zola to Roger Vailland and Pierre Courtade, in the light of their political ambitions and the politics of the Left, in particular the Communist Party. It is valuable particularly for its treatment of such writers as Paul Nizan and Aragon against this background and in contrast to lesser-known working-class novelists.

The Return of Martin Guerre by Natalie Zemon Davis (Penguin £2.50) investigates the story behind Daniel Vigne's film. The case of the 16th-century imposter raises interesting questions about identity and marriage. Davis has written a scholarly account without destroying the fascination of the story, leaving some of the mystery unresolved.

Robin Buss

A 1st century AD marble sculpture of two greyhounds, and a Verrochio drawing – two of the illustrations to Treasures of the British Museum, by Marjorie Caygill (British Museum Publications £15.00).

(Fairly) young British poets

The Gregory Poems 1983–84. Edited by John Fuller and Howard Sergeant. The Salamander Press £2.95. 0 907540 58 9.

Poetry Introduction 6. Faber and Faber £3.95. 0 571 13543 9.

Happily, there is not yet a career structure for poets. There are no Youth Training Schemes, apprenticeships or index-linked pensions. There is, however, an increasing number of awards and competitions open to new, young (or preferably new young) poets. Among the former the E C Gregory Awards rank high in both prestige and cash terms (in 1984 they were worth more in total than the Booker Prize).

That may be one reason why the latest batch of Gregrory Award winners – "The Best of the Young British Poets" – are, almost without exception, seasoned professionals and, quite frankly, were not really young at all when they received their cheques last year. Though hardly bestriding it like Colossuses, even then they knew their way round the literary world and were at least acquainted with the editors and publishers who people it. Nothing particularly wrong with that, of course. Nothing at all – apart from the effect it has on the poetry.

Editors John Fuller and Howard Sergeant believe that their 1983–84 anthology *The Gregory Poems* "will become a common point of reference for everyone concerned with the future of British poetry". A distinctly worrying thought since in the main the work of the 19 award-winning or commended poets in this year's collection is cold, safe, conservative stuff. Martyn Crucefix, one of the more individual talents on display, could well have been referring to his colleagues (rather than visitors to the National Gallery) when he wrote: "They're drawn/to quotidian scenes."

Almost single-mindedly they are. The bulk of the 66 poems in the volume are little more than snapshots, frozen moments in the colour-supplement lives of the poets themselves. Read as a batch they chronicle the everyday doings of a group of upwardly-mobile young professionals. There are car rides in the country and cycle trips through town, observations drawn from foreign holidays and sightings in the library – someone's reading Greek, a stray reference to Gramsci – encounters with the fridge and memories prompted by the central heating boiler. And throughout the academic musing is harnessed to the flat, received pronunciation of "modern poetry".

Only Mick Imlah consistently transcends this suburban preoccupation. "Qussimodo Says Goodnight" and "The Zoologist's Bath" are extended dramatic monologues a world away from the deep-freeze or senior common-room. And, although it treads the same ground as many another poem, "Doing It", an affectionate reminiscence of adolescent fumbling, manages to distance then from now and speaks in a voice of its own.

Curiously, Imlah would be more at home among the contributors to *Poetry Introduction 6*, a showcase of the work of eight new poets who have risen through small magazines and poetry competitions and stand now on the brink of their first full volumes. Less careful with their pitches, leaving the odd *i* undotted, the occasional *t* uncrossed, they are nevertheless a more lively collection of talents. Though the suburban strains are still there, also apparent is a naturalism and unforced ease, together with a seasoning of that levity which hardly ever survives a university English course. In nine poems chronicling his own suburban academia, Simon Curtis even manages to be funny.

Unfortunately, at 42 he is too old for a Gregory Award. Happily, Stephen Knight (b.1960) is not. It would be pleasant to think that publication of his mordant musings on the theme of adolescence ("*L'*Venture to the bathroom/And watch a love-bite move through/Mauve to saffron on my Throat . . .") in *Poetry Introduction 6* might bring him to the attention of this year's Gregory judges. Or come to that next year's. There's plenty of time: at 25 he really is a new young poet.

Hugh David

Finding out the facts

Find out About Ancient Greeks. By Cassy Horton. Eskimos. By Jill Hughes. Lions and Tigers. By Jill Hughes. Pre-historic Mammals. By Hamish Hamilton £3.95 each.
Great Disasters By Andrew Langley. The Age of Dinosaurs. By David Norman. Under the Ground. By Andrew Langley. Wayland Topics £3.95 each.

The avalanche of books geared to topic work for the primary age group is still gathering momentum and with each new series, publishers seem to cast their nets more widely, sometimes grouping disparate subjects under a catch-all title.

Hamish Hamilton have obviously taken to heart the merits of recycling materials and have made use of some of the illustrations from their earlier Career Look books in a new series called Find out About . . .

The illustrations for *Lions and Tigers* look very familiar but are delicate and attractive for all that. In fact, the bulk of the book is devoted to lions and only a double page spread is given to tigers. Unexpectedly, leopards, cheetahs and several other members of the cat family are also covered, but only two pages are given over to the issue of conservation. The text is not quite as simple as the publisher's would have us believe, but should not cause problems for 9 to 11-year-olds.

The perennial favourite subject of dinosaurs has been refined down to a chronological history of pre-historic mammals on earth, including man. How, good use has been made of diagrams to indicate fossil formation and relative sizes of the pre-historic and present day varieties of mammals. The information about each species is fairly brief, but an attempt has been made to indicate the time scales involved and the fateful influence of man on the survival of other mammals.

Eskimos, or the Inuit, as they prefer to be known, are given a very traditional treatment, with their skill as hunters, igloo builders and storytellers. Only in the last two pages is it stated that the old Eskimo way of life has all but vanished and that oil companies, together with Western civilization are gradually destroying their culture. Wayland's excellent Original People series gives a much clearer and less cosy picture of life for the Inuit in the modern world.

The Ancient Greeks seems to be the least interesting of the four titles and has a tendency to become a litany of fairly superficial facts and figures. The illustrations are also of a less delicate style and do little more than decorate the text, with their cryptic captions (eg, The group of eight bearded gentlemen wearing sheets captioned "Writers and Philosophers").

All the books are well produced with contents list, rudimentary index and glossary but, on the whole, this series is very much the recipe as before and if the topics are already well represented in your stocks, they will be a luxury rather than a necessity.

The Topics series by Wayland is aimed at the slightly younger 8–10 years age group and employs the sometimes irritating technique of putting difficult words in bold type, to indicate that they are explained in the glossary.

The topics covered range from *Under the Ground* to *Great Disasters* and yes, you guessed it, *The Age of Dinosaurs*. The books actually have rent chapters, not just double page spreads and use colour photographs as well as illustrations. The general appearance is less attractive than the Find out About series, mainly because a fairly large type face has been used, which does not lend itself to large expanses of text. Even without the bold type for difficult words, it rather jumps out at the reader and is unpleasant on the eye. It is perhaps unreasonable to expect anything new about dinosaurs and the standard areas of early, plant-eating, meat-eating varieties and their untimely demise are all covered. In this particular title, the bold type indicates that the Latin name for the dinosaur has been spelt out phonetically in brackets. The illustrations are in two distinctly different styles, which do not fit happily together and give the book a rather scrappy appearance.

Great Disasters examines natural and man-made catastrophes, including flood, famine, disease, plane crashes and even nuclear explosions. The coverage is, of necessity, superficial and gives a rather brutal air to the whole book. It seems callous to discuss the Aberfan disaster or the Ethiopian famine in one brief sentence before hurrying on to the next tragedy and I have misgivings about appealing to the more unsavoury aspects of human curiosity.

Under the Ground takes a brief look at everything in the earth, from animals and worms to pipes and cables. This might form a useful starting point for children undertaking a project on the subject, but it would not carry them very far and the little bibliography of further reading at the end of each book in this series would be useful in this respect.

Vivien Griffiths

Looking on the bright side

Bright Ideas for Seasonal Activities; Bright Ideas for Christmas Art and Craft; Bright Ideas for Science; Bright Ideas for Language Development. Ideas drawn from Scholastic Magazines. Ward Lock Educational/Scholastic £3.95 each.

"Perhaps what we really ought to do," said a colleague to me the other day, "is forget all the academic content of teacher education courses and just teach the students how to conjure and juggle." It certainly seems like that at times. You go down the corridor thinking in terms not so much of concepts to be taught and learning objectives attained as of tones of voice, postures, gadgets, jokes, gewgaws, surprises and party tricks which will capture the attention of a class. Last week I illustrated the word "Chiropody" by taking a little girl's socks off and tickling her feet in front of her classmates. I have been known to use an electronic drum synthesizer as an aid to the teaching of Religious Education, and "I wonder what I've got in this shopping bag?" is as much an assembly cliché in some schools as are the words "I am seriously concerned about the behaviour of certain boys" in others.

If you see education in this way – "OK, so you've sawn the lady in half, what next?" – then a series of books called *Bright Ideas* is bound to look attractive. Bright ideas are what most of us thirst for. A couple of examples will help give the flavour of this enterprise. In *Bright Ideas for Language Development* there is the following: "Guess what it is."

"One child is 'it' and has to cover or shut his/her eyes while another child reaches into the bag and pulls out one object. After the rest of the class have had a chance to see what it is, the object (a T-shirt for example) is put back into the bag and whoever is 'it' has to try to guess what the object was from the clues given by the rest of the class."

And in *Bright Ideas for Seasonal Activities* there is "Choosing a Holiday"

"The children pretend they have won £350 in a holiday competition. They look through the brochures and decide which holiday they would choose, then give their reasons for choosing that holiday."

These are, admittedly, ideas of a sort, but bright ones? I am not so sure.

Still there are plenty more to choose from, and many are in fact useful and interesting. The *Christmas Art and Craft* book fills a need perceived by many a hard pressed class teacher facing December yet again and the experiments in the *Science* book are generally sound and well in tune with primary science.

Much, though not all, of the material in the books has already appeared in Scholastic's magazines – *Child Education*, *Junior Education* and *Art and Craft*, and any school which carefully files these publications in resource banks would need to look at what new material was in the books before deciding to buy them.

The covers of the books are colourful and exciting, which makes it the more disappointing to find only black and white pages inside. Some of the contents may be photocopied for class use.

Gerald Haigh

The title of Ralph Berry's book (reviewed on May 3) is Shakespeare and the Awareness of the Audience, **and not as stated (Macmillan £22.50).**

The old proverb says, "Pity! the bride's too beautiful," and that's how I feel about this batch of books; far too many good ones to do justice to, but how dreadful to complain of such richness! The adolescent field yields a particularly fine harvest, making most adult fiction look impoverished. First, two excellent, troubling pieces of science fiction, each with a young male narrator: Brother in the Land (Robert Swindells, Puffin Plus, £1.75) has more gravitas, being a painfully plausible view of England after the bomb, while Hurricane 3 (Robert Westall, Puffin Plus, £1.25) reminisces of Pohl and Kornbluth in its extrapolation from the way we live now, is funny and exciting as well as alarming.

To write straight about today's world is scarey enough, of course; Zed, (Rosemary Harris, Magnet, £1.75), an embassy seige very like one we have known, is a real novel, not just an adventure and endurance story; the resonances of the hero's ambivalent feelings, stemming partly from his mixed ethnicity, echo long and deep. Ivan Southall steps further back in time, to the Second World War, for the environment of his strange The Long Night Watch, (Magnet, £1.50), but the kind of cultish enclosed society he imagines has counterparts much closer to our own time. His characters choose a kind of isolation which almost inevitably leads to death for all but a beautiful and isolation and death for all but a handful are the fate, too, of the villagers of Eyaru, whose real sacrifice, at the time of the Great Plague, is honourably fictionalized by Jill Paton Walsh in A Parcel of Patterns (Puffin, £1.50). All these novels are severe in facing the bleakness of life; the gestures towards sustained human relationships with which they end are fragments shored against our ruin.

Even where the shadows of death and history are absent, in the best of the romantic adolescent novels, the recognition that the key to life is the acceptance of its imperfection rules. Satin, in Goodbye Summer, (Alison Price, Magnet, £1.50) has to accept that there is no escaping the traps of love that have damaged her parents in ways she only begins to understand at the very end. Told, like most of these stories, in the first person, it is lively and funny as well as saddening, and its quality can be clearly seen by comparison with an American product which starts very similarly, but is sensibly inferior, Hollywood Dream Machine (Bonnie Zindel, Bodley Head, £3.95).

Solving the mysteries which surround adult life is something of a common theme in several novels for slightly younger readers. In Susan Cooper's new fantasy, Seaward (Puffin, £1.50) they are mysteries to do with life, death and magical genes; this is a rich piece of imagining, though some elements of the plotting do not bear too close examination; her hero and heroine pass through experiences not unlike those in adventure games, but far more deeply felt. Jan Mark's Handles (Puffin, £1.50) is to do with the mysteries of every day life – on the gloriously funny surface with such trivia as how a thoroughly masculine repair shop owner comes to be called "Elsie", and, below it, with how it is possible to establish one's real identity, and why the wrong people are attracted to each other. The Way to Satin Shore (Philippa Pearce, Puffin, £1.50) takes us back to the mysteries of life and death; it is, in fact, a real and serious murder mystery, and I have an uneasy feeling, despite the high praise it has received, that readers old enough to cope with its depths will be too old to identify with its brave, bewildered, and very young heroine; it is good, of course, but I suspect it's good for adults, not children.

I have the same uncomfortable feeling about Marilyn Sendak's Outside Over There (Picture Puffin, £3.50). I know how adults worried over *Where the Wild Things Are* while children loved it, but this is very different; these large, strange, mystic pictures, with their echoes of Renaissance and Baroque art, seem to me, though stunning, to be sinister without the lightening of humour; I would certainly hug a child very close while reading it. Conversely, Doing the Washing (Sarah Garland, Picture Puffin, £1.50) is the essence of reassurance, deftly life mischievously realized with very large, simple text and something the very young child could well take on board alone. More help would be needed with Anno's Counting Book (Mitsumasa Anno, Picturemacs, £2.25), if only because it would be fun to compete in checking whether there really are six of everything (except bridges) in the landscape; and a small pair of eyes may need help to spot that it is also 6 o'clock in June. Easier, but less artistically satisfying to do the jolly counts in Humphrey the Number Horse (Rodney Peppé, Magnet, £1.50); it will be a lucky child who gets both these very different number books.

An illustration by Harold Jones from The Fairy Stories of Oscar Wilde *(Gollancz £2.95).*

CHILDREN'S LITERATURE

Other picture books, other animals. Yet another teddy, with, like Teddy Robinson, a little girl owner, in Brown Bear in a Brown Chair (Irina Hale, Picturemacs, £2.25), has a crisis of identity; Doctor de Soto (William Steig, Hippo, £2.25), who is actually a mouse dentist, finds a thoroughly ingenious professional way of fixing the fox patient who means to eat him; the strongly coloured creatures in Norah's Ark (Ann and Reg Cartwright, Picture Puffin, £1.50) are saved from a new flood by their owner's commonsense cleverness: all of these are problem-solving stories. No problem, no story in Brian Wildsmith's Rhes (Oxford, £2.50), just superb paintings and good collective nouns: again, perhaps a treat for parents rather than children.

There must be pleasure for both in a large-format edition of Hans Anderson Stories newly and very well translated by Erik Haugaard and illustrated by the ubiquitous and admirable Michael Foreman (Gollancz, £3.95). The bringing of a fresh artist's eye to old favourites is the *raison d'etre*, too, of Rhymes around the Day (edited by Thomson, illustrated by Jan Ormerod, Puffin £1.75), together with the neatness of relating some familiar, some less common nursery rhymes to the pattern of a child's day. From here, to the foolishly named but excellently chosen Poems for 9-Year-Olds and Under, (edited by Kit Wright, Puffin, £1.95); it should be understood that plenty of over-nines could rejoice in many of these poems if not turned off by the title: a case for a plain brown wrapper perhaps? Roger McGough's little collection of his own verse for children, Sky in the Pie, (Puffin, £1.25) on the other hand, has a perfect title for catching the imagination; the poems are fun, too. So are many of the verses in Limerick Delight (edited by E D Parrott, Puffin, £1.50), which groves that limericks don't *have* to be dirty to be funny.

All that's needed, in fact, is a certain kind of comic imagination, which Dick King-Smith, after a slightly thin patch while dealing with mice, is triumphantly deploying again, back with the unconventional pigs he characterizes so deliciously; Babe, in The Sheep-Pig, (illustrated by Mary Rayner, Puffin, £1.25) is a worthy successor to Daggie Dogfoot. In that comic world where anything can happen as long as it is internally consistent, The Vanishment of Thomas Tull (Janet and Allan Ahlberg, Puffin, 95p) exploits another extraordinary situation to the full; the eponymous Thomas keeps shrinking, and the lengths to which his wealthy Victorian parents go to deal with this unconventionality are hilarious.

The realities of Victorian life were less joyous. Another Jill Paton Walsh, A Chance Child (Puffin, £1.50) uses the convention of the timeslip to paint the grim picture of children's working lives in the Potteries, set fairly against some of the distresses of today. The pains of poor men's lives in the Highlands of Scotland 100 years ago are powerfully evoked by Allan Campbell McClean in Ribbon of Fire, which has something of the narrative flair of Stevenson; the imprint, Canongate Kelpies, is new to me, and evidently dedicated to paperbacking good Scottish fiction suitable for young readers. This should bring me to Bonnie Dundee, since the idea of Rosemary Sutcliff turning from the Romans to write about one of the most dramatic periods of Scottish history should be thrilling; unfortunately I found so offensive the minuscule print in which Puffin have presented it that I have not read and cannot recommend it.

Finally, two books to encourage the reader to do other things than read. How to Grow Weird and Wonderful Plants (Paul Temple, Beaver, £1.25) is much more business-like than its title and jacket might suggest, and full of useful information, while Getting About in the Great Outdoors (Anthony Greenbank, Puffin, £1.95) is a first-class introduction to all kinds of open-air activities, thoroughly responsible, safety-conscious and stimulating.

Audrey Laski

Janni Howker has won the **Children's Book of the Year Award** for *Badger on the Barge* (Julia MacRae). This is a new award organized by Alan McColm, an English teacher at Norden County High School near Blackburn. Among the seven judges was nine-year-old Matthew Jenkinson who had previously won a book reviewing competition. The prize, £250 and an engraved decanter, was provided by the National Provincial Building Society.

Maurice Sendak, author and illustrator of picture books, including the ever-popular *Where the Wild Things Are* and the haunting *Outside Over There*, will take part in a public discussion with Paul Vaughan at the ICA on July 26 at 1.00pm in the *In Conversation* series. Tickets £1.50 (01-930 3647).

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Magical history tour

Red Noses. By Peter Barnes.
RSC Barbican Theatre.
The Duchess of Malfi. By John Webster.
National (Lyttelton) Theatre.
Pantomime. By Derek Walcott.
Tricycle Theatre.
Grafters. By Billy Hamon.
Hampstead Theatre.

Welcome to the magical history tour. In *Red Noses* we go to 14th-century France during the Black Death. Graves lie open in a hellish landscape, smoke belching, criss-crossed with crosses (Farrah's brilliant design). In Auxerres the infected scream and die deserted by their archbishop who wonders: "Have I chosen the wrong side?" Plague-crazed Flagellants parade their bloody excesses, masochism's answer to despair. Enter innocent Marcel Flote, monkish priest. This is his Damascus Road. Here his call comes to form "a brotherhood of joy, Christ's clowns, God's zanies" – red noses whose performances will bring laughter and comfort to living and dying.

Into his band are gathered a nun (Marguerite), her intended rapist (Brodin), his impoverished-knight companion (Rochfort) and the unwilling Touton (chaplain to the absconding archbishop) who categorizes the enterprise as "Flotism – the damnable heresy of happiness". Their company grows after hilarious auditions add a dumb bellman, a blind juggler, a stuttering stand-up comic, two one-legged dancers on crutches. They constitute "the triumph of hope over experience" and, led by blind Jean, they set off to Avignon with Dies Irae as their glee. There Pope Clement, "giving up hope for Lent", commissions them and they perform "Everyman" drawing tears of laughter. As the plague recedes their innocent merriment becomes suspect to the authorities re-introducing the instruments of power. Rochfort-Judas joins their enemies and they are mowed down with cross-bows. Their comedy routines ring out from heaven.

Peter Barnes' last play, *Laughter*, was a double-bill exploring comedy in the cruelties of Ivan the Terrible and Auschwitz. *Red Noses* goes further. It is a brilliantly comic, sometimes over-written, large-canvas play which throws light on a little-known footnote to history, comments forcefully on religion and power-politics, asserts human worth. Mind-tingling, splendidly directed (Terry Hands) and marvellously acted by a huge cast led by Antony Sher, *Red Noses* is exhilarating theatre.

From 14th-century France our tour moves on into 16th-century Italy as viewed in Webster's *The Duchess of Malfi*. This first production of the McKellen-Petherbridge NT Group is designed and directed by Philip Prowse of Glasgow fame. Shadowy corridors and relic-cased rooms house processions of black-velveted conspirators and sycophants. The grisly tragedy is classically acted and well declaimed but, apart from an occasional quickening, its darkling light refuses to blaze. McKellen's Bosola is powerfully blunt; Jonathan Hyde's Duke dangerously deranged; Eleanor Bron's Duchess beautifully sensuous but lacking tragic stature. Petherbridge's Cardinal disappoints and some of the direction is mistaken: Antonio's long death crawl prevents us seeing and hearing him, Death personified and ever-present is distracting.

From Italy to Tobago in the West Indies in 1978, and *Pantomime* by Derek Walcott, where our tour takes us to a gazebo, part of a guest house, beautifully realized by designer Ellen Cairns. Manager Henry (Terence Longdon) rehearses "Robinson Crusoe", his pantomime for two actors, pressing waiter Jackson (Raul Newney) into the cast. These two play a richly funny series of variations on the master-servant theme, serious and comic: "here is the whole history of imperialism." Not quite, but there is enough and plenty to go on with and Walcott makes pertinent points on both sides of the argument. Alby James's direction gives two good actors their head, expertly blending pace and mood.

Back to now, our journey ends in *Grafters* set in "the Redundancy Pool of a car factory" where every other word is a four-letter expletive. Six redundants sit out their time getting on each other's nerves. No real action takes place until Act Two when some mindless bullying precipitates a casualty and two sackings, and some arm-wrestling leads to a resignation. Only Tony Burrough's setting is believable.

John James

Willy Loman in Peking

Lynne Truss previews tonight's 'Omnibus'

Omnibus: The Salesman Goes to China
Tonight, BBC1, 10.15

Arthur Miller has never shrunk from claiming universal status for Willy Loman in *Death of a Salesman*, and time seems to have proved him right. Since it was written in 1949 *Salesman* has been successfully produced throughout the western world. "Everybody wants to play Willy", says Miller in tonight's *Omnibus* – and every audience seems to understand the nature of Willy's very American tragedy.

But surely as the 1940s recede, and as we believe less and less in the American Dream, the power of the play should diminish? And surely some cultures would not respond to it at all? Recently Willy's "common humanity" was put to the ultimate test, when Miller himself directed *Salesman* in the last place on earth, China. Tonight's programme shows rehearsal and production at the People's Art Theatre in Peking (or Beijing) and shows how Miller made a case for Willy Loman in a country where not only are there no salesmen, but where there isn't even a word for "individualism".

The programme is packed with good footage. Clips from the original Lee J Cobb production, from the rarely screened Fredric March film and from the current Dustin Hoffman performance on Broadway are all fascinating in themselves as well as serving as foils for the Peking production. Film of Chinese theatre, including a marvellous scene showing the Chinese Linda Loman in her usual kind of traditional role – a suffering royal mother being separated from her children – sets the context for Miller's problems in finding an acting style suitable for the play. Miller clearly enjoys talking about the "presentational" style of Chinese acting – which involves the displaying of props to the audience. "You put that in a realistic play and it gets *weird*."

Probably the most interesting material is on the cultural revolution. When Madame Mao made the declaration, "Spoken drama is dead" the theatrical repertoire was instantly reduced to a mere eight "permissible" plays. The actors at the People's Art Theatre were, like other intellectuals, "treated like criminals" (though for some reason they were still paid their actors' salaries). What Miller found was a highly politicized cast, and this in the end had a crucial impact on how the play was interpreted in China.

Some advice for Mrs Worthington

Geraldine Morris on the ROH sixth form week

At a time of sweeping cutbacks in the arts it may seem somewhat perverse to encourage a sixth former to enter any area of the performing arts – indeed, most teachers would positively discourage their students from doing so. And yet for those who are arts-orientated it is a highly satisfying world to be in. Such at any rate was the message from a host of speakers at The Royal Opera House's course for sixth formers which ran throughout last week.

The course, organized by the Education Unit, offers 50 places, 25 each for opera and ballet. It is open to sixth formers from any school, at a cost of £15 per student. For students from ILEA schools it is free, so it was puzzling to find only eight there – are London teachers unaware that such a course exists? It is mentioned in an ILEA booklet of courses for sixth formers, and in the ROH Education Unit's own news bulletin *In Touch*.

Throughout the week there were specific sessions on opera and ballet for each group, and a chance to attend a performance of *Ariadne Auf Naxos* or of *Manon*. No aspect of theatre life was omitted: there were talks and discussions on work as a member of the orchestra, as stage manager, as chorus master, as a technician, and as a specialist in wardrobe, wigs, jewellery, prop maker, set designer marketing manager – the range was endless, but the message was consistent: don't come into the arts unless you really love them, the salaries are relatively low and the hours are long and irregular. Do get a degree, do learn to type, do take part in as much amateur theatre as possible – you can't have too much experience. If many of the youngsters looked crestfallen it is perhaps because they had been led to believe that work in the professional theatre is a soft option, ideal for drop-outs and failures, and that qualifications are unnecessary.

The week was also designed to allow them to explore their practical capabilities. Almost every day the dancers and non-dancers in the ballet group were given a class by Oliver Symons (Royal Ballet Master) while the opera students worked with Nina Walker (Royal Opera Repetiteur) and with John Dobson (Principal singer) on Stravinsky's *The Rake's Progress*. All, too often the influence of Mrs Worthington is still evident: for such cases sessions like this are invaluable. And for anyone going into the theatre as a non performer, the message was again clear – you must understand the problems of the performers. And a final word of caution. Although, once into an opera house, there are many chances for moving about within it, don't apply for a job in the marketing department if your aim is to produce opera.

The Royal Opera House Education Unit's sixth form course is run every year though dates for next year's session are not yet available. For more information contact The Education Unit, Royal Opera House, Covent Garden WC2 9DD. Tel. 01-240 1200 ext. 155 (dance), 353 (opera).

Who wants to make a statement?

It's Our Life
New Channel Four youth drama series

A new drama series to be made for Channel 4 later this year is setting out to present a more accurate and comprehensive picture of young people in the world today than anything previously attempted on television. *It's Our Life* will allow groups of 14 to 20-year-olds from this country and abroad literally to make their own programmes.

Co-producers Gareth Wardell, founder of the Scottish Youth Theatre and a director of Jam Jar Films, and Kevin Howard from Landseer Film and Television Productions, are currently looking for the right groups. "They could be in a youth theatre group already", says Howard, "but that is by no means necessary. I'd love to find an ordinary group on the street somewhere and work with them. Or a group of art students, say. It doesn't matter. What is important is that they want to make a statement about what they are thinking now and that that statement has a universal application."

The first four of the one-hour programmes will be made with groups from England, Scotland, Wales and the Republic of Ireland. But it is hoped that the series will also include contributions from other countries. Already television companies in France, Germany, Holland, Canada and Japan have expressed a willingness to cooperate on a reciprocal basis, making one programme in return for the rights to the rest of the series.

"The films will all be professionally produced", stresses Gareth Wardell, "and of course the groups we use will be paid. But that is all we have decided at the moment. Everything else will depend on the young people we meet ... No – there is one other thing we're clear about. *It's Our Life* is definitely not a talent show. We are positively not looking for would-be telly stars. It's ordinary kids we're after. They are the ones we want to hear from."

Hugh David

Interested groups can contact Gareth Wardell at Jam Jar Films in Edinburgh on 031-449 7227 or Ken Howard at Landseer Productions on 01-240 3161.

One in the eye

The greatest danger in visiting the impressive Long Melford Church, Suffolk is to be hit in the eye with an arrow. The least is to get a crick in the neck with gazing upwards to view the 70 metre long painted reproduction of the Bayeux Tapestry.

The adjective "lofty" takes on a whole new meaning when applied to the nave and one suspects that whoever thought of showing this unique and well known commentary on our history so far above normal eye level must have held oblique sympathies for the Conqueror or shares in embrocation.

But it is there until July 31 and, with the aid of a guide book costing £1, the dizzy visitor will be able to trace the battle from Harold's incarceration after that shipwreck, his appeasing promise to William, through the sailing to England and those secret weapons, like the dishonesty of fighting from horseback instead of dismounting or the devastating use of ground-to-ground arrows, to the final debacle of Senlack Hill. The fall-out of arrows, lances, battle axes, horses, bishops, knights and common horse-carts is overpowering.

Money raised by this early example of strip cartooning goes towards the maintenance of a building that was not even a twinkle in the eye of the architects until more than 400 years after the Battle of Hastings.

The reproduction, the same size as the original, was painted in France by Jean Allix and has been shown in Bayeux Cathedral. It has not been in this country before.

Ray Rushton

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South Bank surprises

Philippa Davidson previews the National Festival of Music for youth

National Festival of Music for Youth
South Bank July 12, 13, 14

Loud is never beautiful in the ears of the judges at the National Festival, a home truth which may have influenced Colin Fanshawe's decision to form the Wakefield College Therapy Ensemble. The group explores a range of softly therapeutic sounds using voices, electronic instruments and amplified guitars. Because of the improvisatory nature of its work no two performances are the same. Just one reason why Mr Fanshawe prefers the flexibility of the mixed ensemble to the wind band of which he was for many years the conductor. The Wakefield College group can be heard on Sunday, secondary schools' day. And for those to whom the sound of a brass or wind band is the perfect music, Sunday is blast off day for bands, too.

What's new at the festival this year? The programme at first glance looks peppered with familiar names: Orangetown recorders, Winchmore Hill orchestra, Flat Pavan, Hilltop Infants, and others. It is good to see that for the first time infants schools, often the scene of some of the most inventive primary music-making, have the morning to themselves on Friday. We can expect a big sound from the tots of the Solihull Infant Orchestra and the Tiny Tots Accordion Band – just as well, as we may not be able to see them over the tops of their instruments.

Later in the morning juniors take the stage at the Royal Festival Hall. Early music devotees will be pleased to see a record number of groups performing medieval music and drama: a dance group from Leominster junior school, and a George and the Dragon spectacular from the John Ray School, Colchester, recently performed as part of "Essex Entertains" at the Royal Albert Hall.

Music theatre is as popular as ever. Broadmere school have modified their successful *Mary Poppins* show into a dance and costume drama for the festival. The lads of Holmfirth High try to score again with a cricket drama, and if that doesn't draw the crowds away from the Oval then Scalby Schools's selection from musicals of the 1930s just might. Ludlow School, whose *Willow Pattern* drama was highly acclaimed last year, have entered the choral section (*Voices in concert*, Friday evening) with *Pandora*, which they will be performing alongside more traditional repertoire from some of the best of our school choirs.

There are no fewer than three steel bands, playing a mainly pop programme. Such is the versatility of the infectious steel drum it is equally at home with an *Etude* by Chopin – the first item from Bolsover School, Chesterfield. While the judges are arguing about the suitability of the repertoire, the applause will almost certainly be bringing the house down.

In the past there has been a noticeable absence of Asian music. This is rectified this year with the Sahota brothers from Wolverhampton playing traditional Indian music on tabla, harmonium and electronic keyboard, an increasingly acceptable instrument for Indian music of the domestic variety. The boys are from Valley Park School, where, says their teacher, multi-ethnic music is on the curriculum for everyone. The Sahotas make their own arrangements with the help of members of their class, and the group is a family affair with skills passed on in true oral tradition.

Saturday is orchestras' day (school, area, open) culminating in a concert featuring four leading youth orchestras playing a varied programme of music including the Saint-Saëns Cello Concerto, the Shostakovich Festival Overture and, the only British work in the concert, Malcolm Arnold's Scottish Dances. Superlatives have been used to describe the Woking Chamber Orchestra under their 17-year-old conductor Robert Ault. The finale comes from Southampton who play out the evening with a reputedly electrifying performance of Wagner's *Rienzi* overture.

The miners' strike and the severe winter disrupted the auditions this year, says Jean Halford Thompson, the festival's administrator. Those who did make it to the South Bank promise their audiences a musical marathon which, if not exactly therapeutic, is sure to be stimulating and full of surprises.

The National Festival of Music for Youth is sponsored by the Rank Organisation, The Times Educational Supplement, Commercial Union Assurance and the Association of Music Industries.

Bin it

Waste Not, Want Not
Learning Through Action, Reading

Learning Through Action's infant programme is not so much about old-fashioned thrift as about the current need for energy conservation and recyclable resources. It is all set in an organic meadow just outside the global village. There are bits of introductory ecology – Farmer Dai spends his life identifying butterflies in the meadow and rescuing hedgehogs which have got caught up in those plastic strips that go round the top of supermarket four-packs – but things don't really get going until the Flying Lemon Circus arrives.

It doesn't have any animals (this is TIE after all, and World Wildlife Fund-sponsored TIE to boot) but it is a very neat *deus ex machina*. With the active participation of every child, it develops an act and in the space of half an hour or so performs it, delighting the children with a riot of colour and noise – and distracting them totally from the fact that preparation and performance have covered the meadow with all manner of litter and rubbish.

Farmer Dai reappears and dragoons the children, suitably chastened, into helping him clear up the mess. Sacks are filled with the stuff. Paper and rags go into one; tins, bottles and plastic packaging are sorted into three others – and then it's off to the recycling plant.

Although it doesn't take very long, this final section is the heart of the programme. Various experts arrive and join Farmer Dai in a song which explains how paper can be recycled into corrugated cardboard, how bottles are crushed to make something called cullet which is itself then used to make more bottles, how tins can be melted down to make more tins ... and, horror of horrors, how there is little or nothing which can be done with used plastic at the moment.

The information-load is surprisingly high, but the children absorb it happily. Their concern aroused, by the end of an hour or so they are also racking their brains to invent some way of disposing of all that plastic. Write and let me know if you find one, Farmer Dai tells them. Apparently considerable numbers do, and go on to describe the fun they have had working through some of the follow-up projects suggested in a practical accompanying teacher's pack.

Hugh David

Among this week's contributors

Celia Haddon is the author of *The Powers of Love*, published by Michael Joseph

Hugh Stephenson is the author of *Claret and Chips: the rise of the SDP* (Michael Joseph, 1982)

Next week

David Wright on gay Byron; Third World literature

I lie in my metal cot ...

Celia Haddon on the Spastics Society's annual literary contest

Kevin Paterson types not with two fingers, but with one – slowly. The cerebral palsy athetoid from which he suffers makes his body movements difficult to control. His speech, too, is severely impaired.

But Kevin, who comes from Annan, Dumfriesshire, can write. Last month at the annual Literary Contest run by the Spastics Society, the laboriously typed manuscript of his short story "An Alien's View of a Fox Hunt" showed that he can turn out a polished piece of prose to the highest standards of any of his 16-year-old contemporaries who do not have his handicap.

Runner-up to Kevin was 14-year-old Becky Osborne from Portdinorwic, Gwynedd, whose spinal atrophy limits her growth and confines her to a wheelchair. Becky's short romance, "The Wedding", was an accomplished example of the contemporary romance genre.

The message of the Annual Literary Contest of the Spastics Society, whose prize giving took place on June 17, is that talent and creativity are not confined to the able bodied. The recognition awarded to past winners like the poet Christy Nolan has proved the point in the world outside the Spastics Society.

All the judges – Lady Wilson, wife of the former prime minister, literary agent George Greenfield, broadcaster Hunter Davies of the BBC programme *Bookshelf* and myself – agreed that the finals out of the 750 entries were impressive.

"I think if you are starting to write poetry, it ought to be easily understandable" Lady Wilson told the audience at the prize giving, as she awarded the first prize to 16-year-old Jennifer Richards from Barrow in Cumbria, and the second to 12-year-old Sharon Willows from Grantham, who suffers from spina bifida.

"Good strong rhymes" and a "surprising and satisfactory end" is what Lady Wilson liked about the poem which won the adult section – "Anarchy in Birdland", an updated version of the Cock Robin story by Michael Hopkins from Merseyside, a married man aged 36 whose hearing is impaired.

Michael Hopkins is already working on a novel and other poems, but for some of the winners, the contest had offered an opportunity to do something entirely new. Francis Callaghan, a 56-year-old storekeeper from Warrington whose poem won the second prize, had never before written one. "It was the poster for the competition which gave me the inspiration" he told me. Titled "Song of Silence – reflections on becoming totally deaf", it began:

"The songs I heard on my mother's knee
No more no more.
The ballads my father sang,
Silent for evermore."

Nearly all of the winners scored over the able bodied in persistence. "It's really hard work to bash things out on a typewriter" explained Alan Richard Pickard, a 54-year-old former travel representative from Cardiff, now in a wheelchair because of multiple sclerosis. He won the Jeffrey Archer trophy for outstanding literary merit for a short story titled "Moment of Truth", about a bullfighter. Rewriting the story three times, easy enough in physical terms for most people, had cost Alan Pickard considerable effort. Winning made it all worthwhile.

"What I was looking for was a good story well told" said judge George Greenfield who awarded the first prize to Nicola Naylor of Clapham who is blind, and the second prize to Ian C Strachan from Gainsborough who also has visual difficulties, but who has published short stories in collections such as the Pan Book of Horror Stories.

A telling story in the general interest section came from Cathal O'Philbin, aged 24, who suffers from achondroplasia, a condition which has limited his growth and confined him to a wheelchair. For him, too, the competition acted as a spur to try something new. His article, A Day in View, was described by Hunter Davies as "A day of no events in which nothing happens seen from a 'cot' in a hospital ... done flatly, very well written and very understated. I'll remember it for a long time."

"Six am and I am fourth in line to be got up" wrote Cathal, in the first article he had ever attempted. "As I awake, the first thing that comes into my view is the ceiling above me, dark pink with green supports going from side to side. I lie in my metal cot, waiting ... After being in the same position since I was last turned two hours ago my legs are stiff and I am perspiring with the heavy blankets on top of me. I feel just like kicking them off to let in some air." Cathal, who lives in a residential home, explained "It's the first thing I've written. It's something I've always wanted to do. I had to start somewhere. Now I'd like to write something else."

The runner-up in this section was Mrs Joyce Saunders, aged 62, who has cancer, a collapsed spine, and difficulty in walking. She wrote the true story of how riding a Welsh black pony had restored her "not just physically, but emotionally". Now she is wondering whether to go on to write the full story in a book. For the competition does not just give pleasure to the winners: it can act as a spur to further writing efforts. And for talented young people like Kevin, writing offers a chance of self expression which his handicap otherwise denies him.

Planet Wales

Planet: The Welsh Internationalist.
Bi-monthly from PO Box 44, Aberystwyth. £1.50 at bookshops.

All through the Seventies Ned Thomas produced 50 issues of *Planet*, and in those days the dominant issues were devolution and the rights of the Welsh language. Its departure left a vacuum which no other journal seemed to fill, while in the bleak Eighties, different themes seemed to become more urgent.

So now it re-emerges, with the aid of the Welsh Arts Council, solid and handsomely produced, reflecting (in English) current Welsh preoccupation – the aftermath of the miners' strike, the peace movement, the two recent television series on Welsh history, as well as a ration of poetry, literary matters and a story with a classroom setting. It avoids parochialism, for it even discusses, cogently, the topic of a nuclear-free Pacific. The new *Planet* deserves to survive.

Colin Ward

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Key control

Martin Walley gives guidelines on how to choose a synthesizer for the music department

The GCSE exam proposals will have a profound influence on the use of synthesizers in schools. There is to be a shift towards the production of real music – not academic exercises – and since the music should relate directly to each pupil's experience, a wide range of styles is to be encouraged in each of the main components: performing, composing and listening. This includes pop and experimental work to which synthesizers are eminently suited, if not essential.

Over the last few years some music teachers have come to recognize the value of the synthesizer, but the proposals will persuade many others to experience the new electronic wizardry for the first time.

Performing: Candidates are to choose their own music, but will also be required to improvise and sight-read. As the synthesizer is accessible to candidates with no outside instrumental tuition, and is invaluable in pop ensembles, it will become fully accepted as a worthwhile performance instrument.

Composing: Nothing enlarges the composer's palette more than the synthesizer. The proposed criteria specifically state the possibility of combining them with other instruments, and now that work can be submitted on tape, the ease of recording parts with keyboards will make them an essential tool for many enthusiastic writers.

Listening: With the increasing application of electronic technology in modern music, a working knowledge of synthesizers becomes a necessary aid to analysis. Also, aural perception can be developed as the programming of sounds requires careful listening to subtle changes of timbre and pitch.

Once the advantages of using synthesizers are generally recognized, it is likely that MIDI-equipped instruments will be widely used with computers. Applications include digital multi-track recording and the notation of parts. These allow pupils to combine musical skills with the ability to operate microcomputers creatively.

Above all, GCSE music courses will enable pupils to create high-quality music of their own. The synthesizer provides any music student with an instrument. It is immediately capable of producing good sounds, and there is virtually no limit to the possibility of its application and to the demands it can impose on the player. This combination makes it ideal for GCSE work.

Advances in electronic technology have made synthesizers available and accessible to all. However, selecting the right product from the increasingly wide range of excellent keyboards currently entering the market can be a problem. Although each of the new breed of synthesizers is versatile, it is important to choose an instrument with specific applications in mind, making a decision based on the uses to which the synthesizer will be put.

Until recently the high-tech catchphrase was chips with everything. The prime steak is Musical Instrument Digital Interface. This allows the simple interconnection of one synthesizer with others. Perhaps more significantly, it also enables linkage with microcomputers. Because of the vast potential of MIDI, it is not worth considering a synthesizer without this facility.

Another requirement is a headphone socket, invaluable for reducing stress among music teachers as pupils insist on relentlessly programming new sounds. Most synthesizers – but not all – will have one. For group listening, separate amplification will always be required. A stereo system is suitable for low-level monitoring but something more substantial is essential for performance. The cost of adequate amplification should be included in the overall budget.

The actual keyboard element of the synthesizer requires consideration. Few have solid "piano" keys, but some are weighted to give a similar feel. The real choice is between sensitive and non-sensitive keyboards. Touch and velocity sensitive keyboards enable dynamics and effects to be introduced by the player's fingers.

The decision will largely depend on price: clearly touch and velocity sensitive keyboards are preferable. Additional performance nuances are available on instruments with after-touch. This contributes to the player's control by allowing effects to be introduced by secondary key pressure.

By definition, all polyphonic synthesizers are capable of producing more than one note at a time. The number ranges from four to 16. More than 10 notes may appear to place excessive demands on the dexterity of the player, but this capability prevents the abrupt disappearance of fading notes. Six or eight note polyphonics are perfectly satisfactory for general usage, for non-specialist keyboardists, and for multi-track recording and computer sequencing where parts are overdubbed and a composition gradually orchestrated.

The ability to program sounds – recalling a complex setting of many controls at the touch of a button – has been one of the most fundamental moves in making synthesizers valuable for school use. Programming is the partial or complete editing of factory sounds. It is imaginative programming which enables the player to create music that is truly unique.

Incremental control adjustment is used on most of the latest synthesizers. A parameter is selected and its value altered with Up and Down buttons. Sometimes this operation is speeded up with a single slider control. A drawback is that only one control setting is displayed at a time. To fully analyse a sound each parameter has to be called up and the value noted.

Analogue controls are more easily set and can be altered in performance. They do lack the precision of putting in a number for each parameter, but the position of each control gives an instant indication of each setting. Sound data can be stored in the internal memory or, like computer programs, be transferred to cassette tape in a few seconds. Some manufacturers have introduced cartridge (ROM/RAM) storage which is convenient but more expensive. Cassette storage is particularly useful for schools as it permits each user to have a personal store of sounds.

The chief consideration must always be the characteristic sound quality. Some synthesizers are best suited to simulating a range of instruments and acoustic sounds. Others are better at creating effects and the "fat" sounds more commonly associated with the synthesizer. Playing through the factory programs gives a good initial impression of each synthesizer's unique voice.

When evaluating today's synthesizers, the touchstone must be the Yamaha DX7 (£1,449). It has a five-octave, 16 note polyphonic keyboard. There are 32 internal memories and additional ROM/RAM storage of extra sounds. Incremental controls and a slider are used to adjust parameter settings.

Initial and after-touch sensitivity make the DX7 an exceptionally musical instrument. A Breath Controller also adds to performance nuances when playing saxophone parts. Notes played on the keyboard only sound when the performer blows into the mouthpiece, creating an excellent simulation of the real thing.

The FM synthesis used in the DX7 is capable of producing an enormous range of sounds. Bells, harps, strings and brass are extremely convincing and many acoustic sounds in recent pop and experimental music have been produced by this instrument.

However, programming is not easy and the instruction manual does not give quite enough information to help the new player. Linking the DX7 to a Yamaha CX5M microcomputer is one solution as this can display the setting of each control in graph form.

Two ROM cartridges – 64 factory programs on each – are supplied with the DX7. Many professional performers simply use these, as students will quickly realize when listening to recent pop records. Six new ROM packs (£55 each) have been introduced by Yamaha to increase the range of sounds without the need for user programming.

The Korg Poly 800 (£614) is a four-octave, non-touch sensitive, four or eight note polyphonic. In the eight note mode each key controls one digital oscillator, but sounds can be filled out with the stereo chorus. More sophisticated sounds can be produced in Double mode when each key controls two oscillators. A six-stage envelope generator also contributes to the control of the performer.

Especially appealing is the portability of the Poly 800. When powered by batteries – rechargeable ones would be advisable – and used with headphones, it can be played anywhere.

The Poly 800 has 64 internal memories and programming is relatively straightforward. Korg manuals are written with the first-time user in mind; each control is clearly explained. As with many synthesizers, the fascia panel has few knobs and buttons. Each parameter is called up and adjusted incrementally. A chart showing the settings of all factory sounds is supplied and studying this is a good way of seeing how sounds are built up.

One of the best features of the Poly 800 is the steptime, 256 note sequencer. This enables a part to be programmed into the Poly 800 which can be played by any keyboard using MIDI connections. Program and sequencer data is retained in the internal memory but can be transferred to cassette tape.

As with many synthesizers there is an expander version of the Poly 800. The EX-800 (£479) is small and strongly constructed with very positive controls. This expander, connected by MIDI leads to the Poly 800, allows one keyboard to control two separate synthesizers. MIDI connection also allows both on-board sequencers to be synchronized. One can play a bass line and the other chord part. Both can be linked to a MIDI-equipped external rhythm unit.

Korg's DW6000 (£999) is an interesting new addition to the market. It is a five-octave, non-touch sensitive, six note polyphonic, again with 64 internal memories, tape dump and six-stage envelope generator. Digital waveforms encoded in the DW600 are capable of successfully producing a range of sounds, acoustic and synthetic. Factory programs such as Marimba have much of the DX7's clarity and realism while other sounds such as Synth Brass are marked by a rich fullness of texture.

New sounds can be easily programmed in much the same way as the Poly 800 with Up and Down buttons. The process is speeded up with a slider control which allows a rapid shift from one extreme of a setting to another.

The analogue controls of Siel's DK600 (£999) are a useful feature for school use. This six-note polyphonic can internally store 95 programs. Velocity sensitivity, a five-octave keyboard, 12 digital oscillators, three low frequency oscillators and cassette storage of sound data add to the value of this instrument in the classroom. A MIDI connected Siel Expander (£649) allows the DK600's keyboard to be split, one half controlling the synthesizer, the other the expander.

Although lacking a headphone output, and in the process of being superceded by more recent Siel products, a DK600 is worth acquiring if analogue rather than incremental control adjustment is considered more appropriate for school applications.

Siel's most recent synthesizer is the DK80 (£699). This is also a five-octave, velocity-sensitive keyboard, but uses incremental control of the parameters. Siel have coined a new term – Bi-Timbric – to describe a remarkable feature: the DK80 can generate two sounds at once. This allows two sounds to be layered or enables the keyboard to be split at any point. The on-board realtime sequencer can play two individual parts simultaneously because of the Bi-Timbric facility.

Internally the DK80 has 40 permanent and 10 editable sounds. A ROM cartridge provides another 100 pre-set sounds and a RAM cartridge stores sound data for 50 more. Siel's Expander 80 (£399) is very similar to the DK80 but does not have double sound generation.

Roland products which deserve consideration are the JX-8P (£1,400) and the Juno 106 (£925). Both are five-octave, six note polyphonics. The 106 has slider controls and a large internal memory capacity of 128 sounds which can be transferred to cassette.

The JX-8P is both touch and velocity sensitive. It uses digital access for parameter adjustment, but an add-on PG-800 programmer (£200) enables each control to be set with a slider. The JX-8P is supplied with a total of 96 internal sounds. Sixty-four are pre-sets which cannot be overwritten, although they can be used as a starting point for new sounds. The remaining user-programmable memories can be expanded to 64 with a M-16C RAM cartridge (£45). Typically, memory content can be stored on cassette.

Casio's CZ1000 (£545) is a four-octave synthesizer. Sound is produced by a method termed Phase Distortion and the 33 waveforms combined with a multi-edge envelope generator result in many DX-like sounds. It has 16 permanent pre-set memories and 16 which are user-programmable. A cartridge slot enables RAM storage of a further 16.

The AX80 (£1,400) produced by Akai uses fluorescent displays to give an overall indication of each parameter setting. Thirty-two of the 96 memories are non-programmable presets, although like the JX-8P these can be used as a starting point for sounds to be stored elsewhere. All can be dumped on to cassette. Velocity sensitivity makes this five-octave, eight note polyphonic an interesting synthesizer first from Akai.

MIDI-ing equipment greatly increases the range of applications. A more conventional synthesizer connected to a DX7 complements its acoustic precision with more traditional synthetic sounds. One of these add-on synthesizers could be a Korg or Siel expander which would save space and cut costs.

A convenient combination for some schools would be MIDI-equipped electric piano and synthesizer expander. This would provide an extra piano which doubles as a synthesizer control keyboard.

Several synthesizers and ancillary equipment can be supported by a Solasound multi-tier stand. Stable and adjustable, they are suitable for both classroom work and performance.

Selecting the most appropriate synthesizer primarily involves assessing sound character, keyboard response and ease of programming. In addition, potential MIDI applications should be high on the list of priorities. A synthesizer acquired with these criteria in mind will be one of the most useful resources of any music department.

Addresses:
Korg, 32–34 Gordon House Road, London NW5 1NE.
Yamaha, Mount Avenue, Bletchley, Milton Keynes MK1 1JE.
Siel (UK) Limited, Ahed Depot, Reigate Road, Hookwood, Horley, Surrey RH6 6AY.
Roland (UK) Limited, Great West Trading Estate, 983 Great West Road, Brentford, Middlesex TW8 9DN.
Casio, 1000 North Circular Road, London NW2 7JD.
Akai, Haslemere Heathrow Estate, Silver Jubilee Way, Parkway, Hounslow, Middlesex TW4 6NF.
Solasound, 18 Barton Way, Croxley Green, Rickmansworth, Herts WD3.

Saving the Skag Kids
LWT
Kicking the Habit
Central Television

Can television help solve the drugs problem? On the strength of these programmes, the answer must be a guarded "yes" because both attack some of the media myths associated with heroin. The trouble with LWT's *Saving the Skag Kids* (glossily packaged, recorded at the street Creed Albany Empire in Deptford and chaired by Michael Parkinson) was that it suffered from an excess of experts. All very well for getting lots of information across, but not so good for reaching conclusions.

The programme, rather pretentiously billing itself as a "conference", was in reality an extended studio discussion with video inserts. It divided into four neat (too neat, perhaps?) sections – the nature of the problem, controlling drugs supply, prevention, and coping with the use of drugs. David Turner, Coordinator of the Standing Conference on Drug Abuse was rightly keen to put the problem in perspective. Most people use drugs. Tobacco and alcohol kill more people than heroin. Heroin users' lifestyle, with the attendant risks of septicaemia and hepatitis causes as much danger as chemical dependance. But the argument about why some people are at risk – predisposition versus peer pressure – went unresolved.

The conclusions on control were almost unanimously pessimistic. Most British street heroin begins life on the remote and politically volatile Pakistan-Afghanistan borders. Pakistani governmental attempts at control seem useless and the funds, to which Britain contributes, aimed at encouraging substitute crops, are laughably inadequate according to Michael Meacher MP. The heroin poppy is the most lucrative crop in the world. Our hard pressed customs apparently aren't equal to the task of import control either. For everyone, including the crime organisations who have turned from bank robbery to drugs dealing, the potential reward still outweighs the risk. The only glimmer of hope lies in the seizure of drug-derived assets, which may make big dealers think again.

Perhaps more disturbing was educational writer Paul Flather's report on education and deterrence. His point, endorsed by Americans in the studio who have seen the problems develop along the same lines in the US, was that scare tactics, like the government's "Heroin Screws You Up" television campaign, don't work. Worse still, they may have an accidentally opposite effect. As one contributor put it, talking about the 1970 US horror-deterrent *Better Dead*: "The morbid child at the back of the class might be fascinated by it, and use drugs as a way to say to teachers 'I'll show you' ". What's more, the scare films encourage unsympathetic attitudes to users who are trying to get off heroin.

Paul Flather even suggested that health education in schools, based on open minded discussion is no guarantee that young people won't experiment. What was clear from the programme was the unanimity that schools must play a part, going deeper than simply "doing" drugs in a week before going on to, say, "doing" sex.

The final section on how to treat users was by far the least conclusive, with the de-criminalizers (whose arguments are that users are less likely to seek help because of the illegality of possession and that punishment acts against the interests of therapy) against the more orthodox speakers, who see de-criminalization as a form of licence. One convincing argument was that the isolated country treatment centres might be better replaced by community based ones, because ex-users, divorced from their environment during treatment at one of these isolated homes, still have to face their homes on discharge. A community-based alcohol treatment centre, where users can go home at night was shown as a parallel.

Saving the Skag Kids offered lots of useful information and challenged many outdated but nevertheless accepted theories. It also carried some shots of people using heroin, a practice that many people think should be stopped for obvious reasons. Too many experts, though. It's not so much that they spoil the broth, but that they argue for too long about its ingredients.

Twenty per cent of heroin addicts die as a result of their addiction. Fifty per cent, though, stop using the drug. Figures like these seem to make a nonsense of the current anti-drugs advertisement, which depicts heroin as inescapable. Central's documentary, *Kicking the Habit* (shown on Tuesday) is the source of these figures. One of its main targets must be the estimated 70,000 British users. For them, the media's current hysterical image of heroin addiction as an uncontrollably fatal disease must be an added cause for despair. The programme concentrates on various different successful escapes from the drug, and in so doing provides a glimmer of hope for addicts and those who come into contact with them.

The trouble with programmes like this is, of course, that addicts, for the most part, are boring. For the non addict, there's always the smug feeling that he or she is watching people with a self inflicted illness. Like road accidents or burglary, "it couldn't happen to me". Of course, it could happen to one of your family, your friend, or your pupil. What this documentary shows clearly in that kicking the habit depends on the attitudes of others nearly as much as it does those of the addict.

That's why Sian, a pretty 19-year-old decides to go off to a country cottage and try to withdraw over a period of days, with the help of a sympathetic boyfriend. No apologies to hard line anti-sexists for calling Sian pretty. She describes herself as a model and is trying to get into the rock world. Being pretty is one of the tools of her trade and heroin is blunting its edge. When we meet her, she's not really pretty at all. She lies in bed, moaning, sweating, talking endlessly, about herself. It's a painful and diostic cure and the boyfriend, an ex-user himself, has an emergency pack of heroin in case she can't cope. Thankfully she can. Three days later, she's back with her father (a curiously nonchalant figure) and three months later she's got a job, having stayed "almost" clean.

Russell too has a job, thanks to his mum. She found out he was addicted when he was on trial for burglary. The NHS told Janice, the mum, to come back in six weeks, and until then, never let Russell out of her sight. She took them at their word, treating the young man like an errant six-year-old. Initially, he hated her for it, but now he's clean, he has reason to be thankful. Encouraged by her experience, Janice started a self-help group in Chester, which now offers what amounts to a 24-hour "addict minding" service with a high success rate.

Kicking the Habit also showed the work of two long term residential projects for addicts. Part of Phoenix House's 80 per cent successful cure is to rid addicts of their self image as tragic heroes. Specially silly exercises have been devised. Confrontation (always staged-looking on TV) is used to get rid of self pity and anger.

What the programme doesn't stress enough is the pressing need for funding of more help institutions like these. What it does identify, though, the explanation of Dr Brian Wells, an ex-addict himself and now a therapist, is the stages, likened to those of bereavement, that a withdrawer is likely to go through – despair, anger, depression and finally acceptance. Dr Wells also emphasized that in the past too much therapy was based on medical and psychological factors and not enough on "social" ones.

Both programmes produced support material. *Saving the Skag Kids* available by writing to DRUGS Box 33, London SE1 9LT, summarizes the debate and provides questions for further discussion and contains a useful list of addresses. *Kicking the Habit*, available with SAE from Kicking the Habit, Box 96, Birmingham B1 2LJ describes the various approaches to withdrawal. Another booklet – *Heroin, a Problem for the Family* is available from the same address.

Drug styles

by Nick Baker

CONTINUING EDUCATION
Jobwatch
ITV, Sundays 12.30pm
Repeated Fridays 12.30pm.

The theme of this second series is about "acquiring new skills". The tone is optimistic: life may be tough, and getting tougher, but opportunities are there for those who are willing to learn new skills and take advantage of the opportunities.

The eight programmes look at the labour market through the eyes of individuals who, whether employed or not, want a change of job. Mary, who wants to swap her job as a secretary in an insurance firm for a hairdressing and beauty partnership with her daughter, is typical. So too is Peter, currently unemployed, but interested in becoming self-employed as a welder. Not everyone does well or gets what he or she wants. Peter, for example, is delighted by the prospect of a welding course at his local skills "Jobwatch Advice Centres", featured in the series and staffed by further education and MSC staff.

The need for adult training and how to get it are central not only to *Jobwatch* but to the MSC's Adult Training Campaign. Consequently, co-operation between the MSC and Granada is hardly surprising. Even so, togetherness can only go so far and the producer sees no reason to resist a sideswipe at the MSC for cutting skill centre places in welding. Peter's chosen occupational area, when, it is claimed, vacancies for welders exist in Coventry. Perhaps in reality it is simply difficult to create an exact match between individual local needs and the broad sweeps of national priorities.

New skills

by Jean Sargeant

Despite such irritations the supporting booklet, available from job centres and Granada, is another act of co-operation. The text of "Looking at Your Future", produced by COIC, is fairly standard. This is not to belittle its value, as it contains much useful information on, for example, taking stock and making a fresh start, ideas central to the programmes themselves. (Not all viewers are *aficionados* of the education and training worlds.) Less standard, however, is the prominence that *Jobwatch* gives to the booklet. All too often supporting print containing essential information and contacts is hastily tacked on to the programmes as if an intrusive after-thought. Granada steers well clear of this trap.

Overall, as long as Granada can keep a balance between opportunity and hard-nosed reality, there is every chance that some adults at least will be tempted to seize opportunities that they may not, hitherto, have even considered.

VIDEO
The Living Soil
16mm colour
9 minutes
Video VHS £75.00 (plus VAT).
Sales inquiries to: Educational Media International, 25 Boileau Road, London W5 3AL.

In the soil

This is a non-narrative film: there is a visual introductory statement presented against the sound of the thumping forming an impressive introduction to the programme. After that shots, often in slow motion, show the forces that create soil: water dripping from rocks, rain splashing on the surface, the wind and the sun. The soil inhabitants are surveyed: a growing young root, seeds germinating, a range of invertebrate animals, from millipeds and woodlice, to mites and earthworms.

The soil is enriched by the chemicals released through the decay of plant and animal remains and the film ends on this theme with a superb sequence showing the body of a dead mouse slowly decaying on the ground until only the skeleton remains, a beautiful illustration of the cycle of life in the soil.

This is artistically a very attractive film indeed: the photography is very good and the visual impact high. Some will find the intensity of the music an irritation, but you can always turn the sound down. As a resource to introduce the topic of the soil – or to act later as consolidation – it has much merit. The only problem is the price.

John A Barker

briefings
radio & tv

Continuing education and general interest

BACK IN 25 MINUTES
(Saturday, 15.00 VHF4)
The third in this series on back-ache finds Dr Alan Maryon-Davies concentrating on recurring or chronic back pain and offering a tip on how to help prevent it.

BACK ON COURSE
(Sunday, 17.30 VHF4)
Reports by Margaret Korving from colleges around the country on the range of courses available to those over 21.

CIVILIZATION AND THE JEWS
(Sunday, 19.15 C4)
An examination of Jewish immigration to the United States begins in the 1880s with the movement of Eastern European Jews. Abba Eban uses archive materials to show the link between the American ideal of democracy and the Jewish heritage of freedom.

ANTIGONE AT BRADFIELD
(Sunday, 22.15 R4)
A Greek tragedy has been performed every three years for a century by the boys of Bradfield College in their own amphitheatre. Christopher Stace, the producer, and members of the cast discuss the tradition, the value of the productions and their chances of survival.

ELLISON ST REVISITED
(Tuesday, 20.30 R4)
The third of four programmes where Gordon Cooper tracks down his 11+ classmates of 1956. What are they doing now? How have the economic and social changes in the Sixties and Seventies affected them?

MOZART'S UNFINISHED
(Wednesday, 21.00 C4)
An inquiry conducted by John Julius Norwich into the work of Philip Wilby from Leeds University. Wilby has pieced together the music of Mozart's unfinished "Triple Concerto", which is performed here by the Amadeus Trio.

MUSIC FUSION
(Wednesday, 23.00 C4)
A fusion of music stretching across 4,000 years and 6,000 miles from the traditional airs of the Indus Valley to western classical orchestral arrangements.

ROY NORRY'S 5-6-7 SHOW
(BBC Radio Clywd, Monday, Tuesday, Wednesday, 9.00am–10.00am)
Three radio programme inserts by pupils from Clywd schools participating in the Clywd Media Studies Unit CPVE pilot module.

4 *Titles Available For Recording from Sunday 14th July 1985*
Approximate Transmission Times

Sunday 14th July
5.00pm Back To The Roots: Sanctuaries — Repeats *Fee Code B*

Monday 15th July
4.00pm Where Town Is It Anyway?: Whose Graveyard? — Repeats *Fee Code B*

Tuesday 16th July
3.30pm Anything We Can Do: Swiss It: Where Do You Wash It — Repeats *Fee Code B*

Wednesday 17th July
6.00pm Wales — Landscapes & Legends: The Hangers Of The Sea Part I *Fee Code B*
8.00pm Losing Track: Limited Change *Fee Code F*
8.30pm Diverse Reports *Fee Code B*

Friday 19th July
8.15pm A Week In Politics *Fee Code B*

Saturday 20th July
1.30pm Ever Thought of Sport: Climbing — Repeats *Fee Code A*
9.15pm Pathers By Sons *Fee Code C*

For more information contact:
GUILD LICENSING
8 Peyton Road, Peterborough PE1 5YB
(0733) 315315
Late Changes (0733) 312152

(0532)

Victorious Americans welcomed in Paris in 1917 (above) and back home in 1945 (right): two of the illustrations to Images of War, by Rainer Fabian and Hans Christian Adam (New English Library £14.95).

Church and state

Lindsay Boynton on background texts for European history

The Rise of the Great Powers. By Derek McKay and H M Scott.
Longman £12.50. 0 582 48553 3. £6.95. 48354.
Richelieu and Olivares. By J H Elliott.
Cambridge University Press £17.50. 0 521 26205 4. £5.95. 27857 0.
Noble Privilege. By Michael Bush.
Manchester University Press £24.50. 0 7190 0931 6.
Armies and Warfare in Europe 1648–1789. By John Childs.
Manchester University Press £16.50. 0 7190 0880 8.
Lordship and Patronage. Scotland 1603–1745. By Rosalind Mitchison.
Edward Arnold £5.95. 0 7131 6313 5.
The World We Have Lost. By Peter Laslett.
Methuen £12.95. 0 416 353401 1. £5.95. 35350 9.
The Birth of a Consumer Society. By Neil McKendrick et al.
Hutchinson £8.50. 0 09 15486 1.
The Fall of the French Monarchy 1787–1792. By Michel Vovelle.
Cambridge University Press £19.50. 0 521 24723 3. £7.95. 28916 5.
The Jacobin Republic 1792–1794. By Marc Bouloiseau.
Cambridge University Press £19.50. 0 521 24726 8. £7.95. 28918 1.
The Thermidorean Regime and the Directory 1794–1799. By Denis Woronoff.
Cambridge University Press £18.50. 0 521 24725 X. £6.95. 28917 3.
The English Catholic Church in the 19th Century. By Edward Norman.
Oxford University Press £22.50. 0 19 822689 6.

European diplomatic history has come a long way since it was pursued for its own sake, divorced from the rest of history, in the dry-as-dust volumes of Lodge, or Grant and Temperley – still read by some university candidates. Infinitely more rewarding is McKay and Scott, which both clarifies the most complex diplomacy and relates it to political and economic events so that familiar ground becomes fresh. Once the Bourbon-Hapsburg struggle was determined in 1756 the concept of a balance of power gave way to *raison d'état*, alias aggression based on dynastic or merely selfish claims. This was so overseas between Britain and France, but also in Europe between the other Great Powers (as defined in 1763), Austria, Prussia and Russia. Nationalism did not count until the 1790s, when the French Revolution acted as a catalyst. Although the framework changed, the constant factor was necessity for a powerful army as the basis for diplomacy.

Armies were not merely tools of diplomacy but the very core of absolutist states, without which governments were ineffective. The problem was already acute by the 1630s, as Elliott shows in his elegantly-written study. Though Olivares paid lip-service to reason as the mainspring of statesmanship, he proclaimed "Reason is worth very little in the world where considerations of interest predominate". Their Protestant alliances demonstrated that both France and Spain already subordinated conscience to necessity of state; neither was yet able to mobilize adequate resources for sustained military and fiscal programmes. Childs points out that all European states felt the need for governmental reform at this time. However, Richelieu represented prevailing inertia in tolerating abuses, such as the sale of office, lest the house of cards should collapse.

Where was reform to begin? Nobles, who traditionally alternated between propping up and undermining their monarch, had to be tamed. Mitchison's highly readable book, which is important for England as well as Scotland, deals with the particular case of the subordination of the Scottish feudal nobility to the crown which from 1603, of course, was worn by an absentee monarch. There was ample opportunity for political and religious scheming not only during the Rebellion but also after the Restoration when Lauderdale straddled both kingdoms.

Bush's impressively-documented European survey traces the aristocracies' gradual retreat from government while retaining fiscal and economic privileges as a bribe for accepting royal absolutism. This entailed professional bureaucracies, and standing armies – a "marvellous invention", says Childs, because they made absolutism work. He explains the sense in which eighteenth-century wars were limited, citing the Austrian Netherlands as the perfect theatre for taking and exchanging minor gains which suited a period when fortification far outstripped gunnery. Wars were mostly fought in sealed-off areas; nevertheless, cumulative effects did cause much civilian suffering. Saxony's population of two million in 1700 had been reduced by 400,000 in 1763. Frederick the Great, whose Prussia epitomized the key role of armies in state administration, made war much more terrible, reducing two-thirds of Dresden to ruin in 1760. Childs sees the 18th century as a staging-post: absolute monarchs still lacked financial, material and administrative resources to make armies apolitical and a-social, and were thus forced into compromises that gave them the worst of both worlds.

The problem was solved by an upsurge of energy from below. The stability of the social framework was more apparent than real. In England, Laslett cites a 1694 statute that analysed status in minute detail, and private correspondence brimful of resentment at common folk who aped the dress of their superiors. At the same time, he reminds us, there was population growth and mobility, and rapid urbanization in the last five pre-Industrial generations. He questions the supposed new consideration accorded to children in the 18th century, when their better expectation of life has been linked to greater parental care and affection. J H Plumb, one of the historians criticized in this respect, certainly offers a wealth of evidence on this, as on leisure activities, as well as on "the acceptance of modernity" ie improvements, down to the latest variety of flower. The exploitation of surplus cash by entrepreneurs like Wedgwood is admirably exposed by McKendrick. However, though the salesmanship sounds modern, it rested ultimately on the snob-appeal of royal and upper-class patronage, which kept prices high. Brewer's essay brings out the limitations of the aristocracy as clients (they paid badly) and the importance of an open market. He demonstrates that clubs which pursued "bourgeois" social and economic aims also turned via Wilkes to radical politics.

Clearly material goods were now unashamedly enjoyed: as in England, so in France where Vovelle discerns the secularization of upper-class life in the displacement of religious values by "sensibility" and its concomitant demand for solidity and majesty in architecture, and something approaching austerity in furniture. He reminds us that France under the ancien regime was a state which did not estimate future expenditure; nevertheless he argues that its demise was not accidental but due to opposition from the developing forces of production. If one development may illustrate the "new France" and its release of energy, it was the change in the army, from a royal to a popular instrument, which Bouloiseau examines in detail. Military duty became the supreme form of patriotism; nearly half the active male population was drafted. This was the only permanent achievement of the Jacobins. Bouloiseau stresses the "export" of revolution to Europe.

Woronzoff, who makes the same point, also has to deal with the "rechristianization" of France, which signified a conservative reaction. This had a European dimension. McKay discusses its diplomatic sequel, the Congress System. Its religious counterpart, the resurgence of ultramontane Catholicism, is very readably described by Norman. Whereas the Old Catholics were so discreet that Pitt had to read up their beliefs preparatory to the 1791 Relief Act, a century later Catholics, led by Vaughan, and reinforced by the Irish influx, were a political force which achieved their educational "rights" in the 1902 Act. In between there is a remarkable story, supported by a rich harvest of anecdote.

British courts held that masses for the dead were "superstitious uses", thus allowing the government to spend money from Douai on the Brighton Pavilion. Wiseman, undeterred, introduced the New Devotions to the Virgin and Counter-Reformation saints; the relics of St Chad (stored by Old Catholics and long since forgotten) were trotted out to add solemnity at the consecration of Birmingham Cathedral in 1841. It was Wiseman, nevertheless, who told students at Oscott their 40 years hence its professors would be endeavouring to prove not transubstantiation but the existence of God. Perhaps only his timescale was wrong.

Radical words and deeds

Anarchism. By David Miller.
Dent £10.95. 0 460 10093 9. £4.95. 11093 4.
Marxist Aesthetics. By P Johnson.
Routledge and Kegan Paul £13.95. 0 7100 9927 4.
Insight and Vision: The Problem of Communism in Marx's Thought. By R N Berki.
Dent £9.50. 0 460 11172 8. £3.95. 10172 2.

Of these works, only the first can be unreservedly recommended. It is a first-rate review of anarchist standpoints, considered in theory and in practice. The study is in three sections. The first discusses the varieties of anarchism, broadly grouped into three-philosophical, individualist and communist. The second considers anarchism as a revolutionary ideology, dealing with its relation to Marxism, among others, to syndicalism, to ideas of violence and terror. Anarchist notions of human nature and historical progress are discussed. The final section is an assessment of the achievements, failures and value of anarchism. A select bibliography is given. There are more comprehensive accounts of a number of these topics, of use to specialists in the several fields. But as a general introduction, it is hard to think of a work that covers so much ground in so small a compass. The approach is refreshingly disinterested, concerned to explain what the several varieties of anarchist thinkers thought, the strengths and weaknesses of their several views, and finally the strengths and weaknesses of what the author takes to be the essential ideas which distinguish anarchism as such from other political philosophies. One might not agree with everything put forward; but where so much is excellent, it would be mere affectation to call attention to slight imperfections.

The fundamentals of Marxism taken for granted as correct, *Marxist Aesthetics* would have to be acknowledged as a compendious review of the notion of aesthetics, and of the revolutionary function of works of art, as discussed by Lukacz, Benjamin, Brecht, Adorno, Marcuse, Althusser, Macherey and Eagleton. One would be obliged to note that the treatment of the several thinkers is often adequate, but marred by the polemical undertone so common to works supposedly having a practical revolutionary purpose.

It is when Marxism is not accepted as the self-evidently correct theory, that the work shows its nature. It is a piece of modern scholasticism in which what ought to be questioned, namely, the fundamentals, is taken for granted. The discussion, carried on in the required radical but polysyllabic jargon, proceeds in nubes, without ever deigning to put foot to ground. Anyone not sharing the basis will find the work tedious and pretentious, one of those in which humourless gravity is erroneously taken to be the index of profound thought.

R N Berki's immensely laboured study sets out to show that the ideas of Marx the visionary and those of Marx the realist are at bottom incompatible, and that Marx's life-work is a long attempt to bring these incompatibles together that ended in failure, possibly acknowledged at last by Marx himself.

Though it must be said that the examination of the "problem of communism" is thorough and detailed, and that the reader is left in no doubt of the complexity and many-sidedness of the problem, the work is of limited interest and becomes wearisome.

Whether Marx, visionary and/or realist, still has something of theoretical or practical use to offer in the changed conditions of today is questionable. In the light of this, R N Berki's study seems scarcely worth the effort that went into producing it.

Pierre Watter

Photographs Martin Meyer

Less no wheelchair: the Snap Theatre Company at Kingsmoor Juniors, Harlow (below).

Snap out

Hugh David reports on a theatre company that is trying to lift drama out of the school English syllabus

The second and third years at London's Lavender Road Junior School sat in a circle on the floor to watch *A Day in the Life*, oblivious of the fact that they shouldn't have been seeing it at all. There was nothing unsuitable or subversive about the play. Quite the reverse; they were totally won over by its account of what it feels like to be wheelchairbound. It was just that, even out there in Enfield, way beyond the Northern Line underground, Lavender Road is still nominally a London school, and as a general rule the Hertfordshire-based Snap Theatre Company does not work in London.

"We're quite happy up here", says its founder and artistic director Andy Graham, back at the company's office in Bishop's Stortford. "London's comparitively well-off for TIE and drama-in-education. Out here we're filling a gap. There's room to grow."

And grow the company has. Established only a little over five years ago on "£50 and a lot of ideas", currently it has four separate drama-in-education programmes touring both primary and secondary schools within a rough 50-mile radius of Bishop's Stortford. But, unlike many other theatre-in-education companies in this country, that is only the start. With the active encouragement of l.e.a.s in Hertfordshire and Essex and some commercial and governmental sponsorship Snap also "fills a gap" by operating separate but complimentary youth and community drama programmes in the area.

It is this side of the company's work which makes it unique and more than superficially comparable to some of the much larger, state-funded youth theatre companies in Europe. "There is so much more to drama, even as it affects young people, than you can possibly touch within the nine-to-four curriculum", Andy Graham explains.

In an attempt to clarify the relationship between the TIE companies and related community projects, he has produced a double-page company analysis, as complex as any industrial flow-diagram. But although administratively convenient, its columns and boxes artificially segregate the company's work into five distinct areas. In reality, there is a natural and inevitable overlap of interests.

Thus, although the TIE companies regularly play in youth clubs as well as schools (where they have pioneered the idea of evening shows open to parents and visiting teachers as well as children), the Snap People's Theatre Trust also oversees the work of a separate community theatre unit. Originally funded with a grant from the Manpower Services Commission, its family festivals and tours of outlying villages are now underwritten by the Suffolk and Bedfordshire County Councils and the East Herts District Council. And although that community theatre unit runs a young people's theatre scheme of its own, Snap is also responsible for the year-round work of the Bishop's Stortford Youth Theatre.

Andy Graham does not see any conflict of interests in such a diversified approach. Rather, he stresses its advantages. For one thing, the youth and community theatre programmes are already beginning to bring an informed, appreciative audience into the Harlow Playhouse and the Dance Centre in Bishop's Stortford. They are young and enthusiastic – the playgoers and, more importantly, the parents of tomorrow.

More crucially, however, he believes that it is fundamentally wrong to compartmentalize drama and see it merely as a part of the school English syllabus. A qualified teacher himself, he is convinced that it deserves a much-broader base and that its particular insights have much to offer in every part of the curriculum. In maths, for instance. With characteristic boldness, Snap is currently preparing a junior school programme which integrates drama with maths and computer studies. Local subject inspectors have been actively involved with its preparation, their initial scepticism – born, Graham admits, of astonishment that anyone could come up with such an idea – now forgotten.

"They are only too happy to have been asked," Andy Graham goes on. "Most people are when they realize that drama can be of use to them. When we did *The Call of the Wild*, our show about the exploitation of animals, the RSPCA were very keen to be involved. The Department of Industry and the Department of Trade came in on *The Energy Race* too when they realized it was about energy conservation."

Their sponsorship in fact, along with the more orthodox funding Snap receives from l.e.a.s and other bodies, is vital to the company's survival. It will enable Snap to undertake a national tour of *The Call of the Wild* and *The Energy Race*. "And so it should", says Graham. "As we enlarge and work more and more outside the classroom, we should be looking at 'extracurricular' funding."

In the present financial climate this is an argument which it is hard to counter. Certainly its work in the wider community has not in any way compromised or diluted Snap's commitment to its primary role as a drama-in-education company. On the evidence of productions like *The Call of the Wild* it has immeasurably strengthened it. "We're expanding; we haven't got time to be inward-looking", Andy Graham explains, hinting perhaps that a closer involvement with the outside world might also provide a mutually beneficial lifeline for other school-based drama companies.

Close your eyes or you won't see

Jaci Stephen looks at Poetry in Schools workshops

"Close your eyes or you won't see what's going on . . ." Adrian Mitchell delivers a warning on the dangers of imaginative travel. If the dinner ladies can keep their tureens under control, the silence of a gloomy school hall can be reconstructed: a long field, a stone wall, all viewed from above, aided by a newly acquired pair of wings.

"Flying Lesson" is an important element of an Adrian Mitchell workshop. Composed for primary school children, it encourages physical participation in response to a set of images.

"Poetry consists of body and mind, together at the same time; they are not separate things," says Mitchell, who has a refreshingly unpretentious view. "As soon as there's a tribe in a circle, you've got poetry."

Through a process of what he calls "controlled daydreaming", this inspired chieftain allows each member of the tribe to experience his/her own version of the given scene. The aim of the exercise is to create "visions" which, as Mitchell says, are one of the bases of poetry. In the workshop I attended, the success of the venture became apparent when, half an hour after re-landing, a small boy announced that he still had his feathers and wings. The appropriate remedy – three shoulder shakes and claps – was administered.

Language is a physical phenomenon and as quickly as we can lose the use of various parts of our bodies, so we cease to exercise our ability with words. A visiting writer to a school can introduce new ways of exercising lax muscles. At a time when many secondary schools function as operating theatres, removing all organs considered inessential for the passing of exams, it is important from an early stage to allow children to discover the capabilities of their own physical language. It is too late to call the writer in to the sixth form to carry out an emergency appendectomy on a grumbling syntax.

Imaginative exercises can take many forms. Mitchell takes his groups out on a Poetry Hunt, the emphasis being on looking at things closely before returning to the classroom to write about them. Gillian Clarke, another poet widely experienced with children, is currently compiling a book of such exercises aimed for use among primary and lower secondary children. Invention is an important element within them: "Cosmic Lies" – statements that cannot possibly be true; metaphor games involving the transference of one object's properties to another.

With Arts Council's attempts to make art inaccessible, and government cuts in education, "the writer" now finds him or herself ranked alongside other dying species. Although *Save the Whale* campaigns are better organized, these creatures have the distinct disadvantage of being 50 per cent blubber. If language continues to form a part of education (let us be optimistic), the writer may well prove to be a more profitable investment for the future.

Under present schemes organized by regional Arts Councils and the National Poetry Society, writers operating in schools serve two main functions: first, in the role of performer, usually a one-off visit and most often a poetry reading; and second, in the role of teacher, conducting a workshop in which the children are encouraged to write. Sometimes a writer will fulfil both functions in the same visit, or two writers may be asked to work in close conjunction within a group.

My first experience of a writing workshop was of the latter kind. I consider myself fortunate to have been taught by an English teacher who encouraged writing both as a curricular and extra-curricular activity. In addition to offering the means for self expression it proved, for me, the most powerful way by which to approach a literary text. Learning to use language creatively oneself is surely an obvious lead in understanding that process in others.

The poets who took that workshop were Gillian Clarke and Tony Curtis; to my youthful imagination, they seemed like the Bonnie and Clyde of Anglo-Welsh literature.

Tony Curtis is a lecturer in English Literature at the Polytechnic of Wales. He is also a critic and poet, and won the 1984 National Poetry Competition. He has had considerable experience of working with children both at a primary and secondary level; he believes that workshops allow the child to explore form, which provides the means for organizing experience.

Curtis describes the basis for a workshop when he took a group to a graveyard:

"Poetry confronts us in the same way as each stone: we record; we are brought into confrontation with our own feelings. I like to provide children with models. There are two elements: the *craft*, the art of putting words together – 'the skill of making', as Heaney says; and the *technique*, the creative process. The writer is a living example; children can see there's something special, though not strange."

The excessive emphasis on examinations in secondary schools is now spreading premature panic through the primary sector; the importance of craft is stressed at the expense of technique. It is, however, a perversion of craft – the art of pulling words apart in order to understand their construction. "Creative" writing allows re-construction to take place, and understanding is increased by one's active participation as a writer.

What is rare in our present system is the art of language as an invention, a game. Children are told "There's no such word"; we might well ask Adrian Mitchell the meaning of "stufforation" and other such words. Language is, above all, fun.

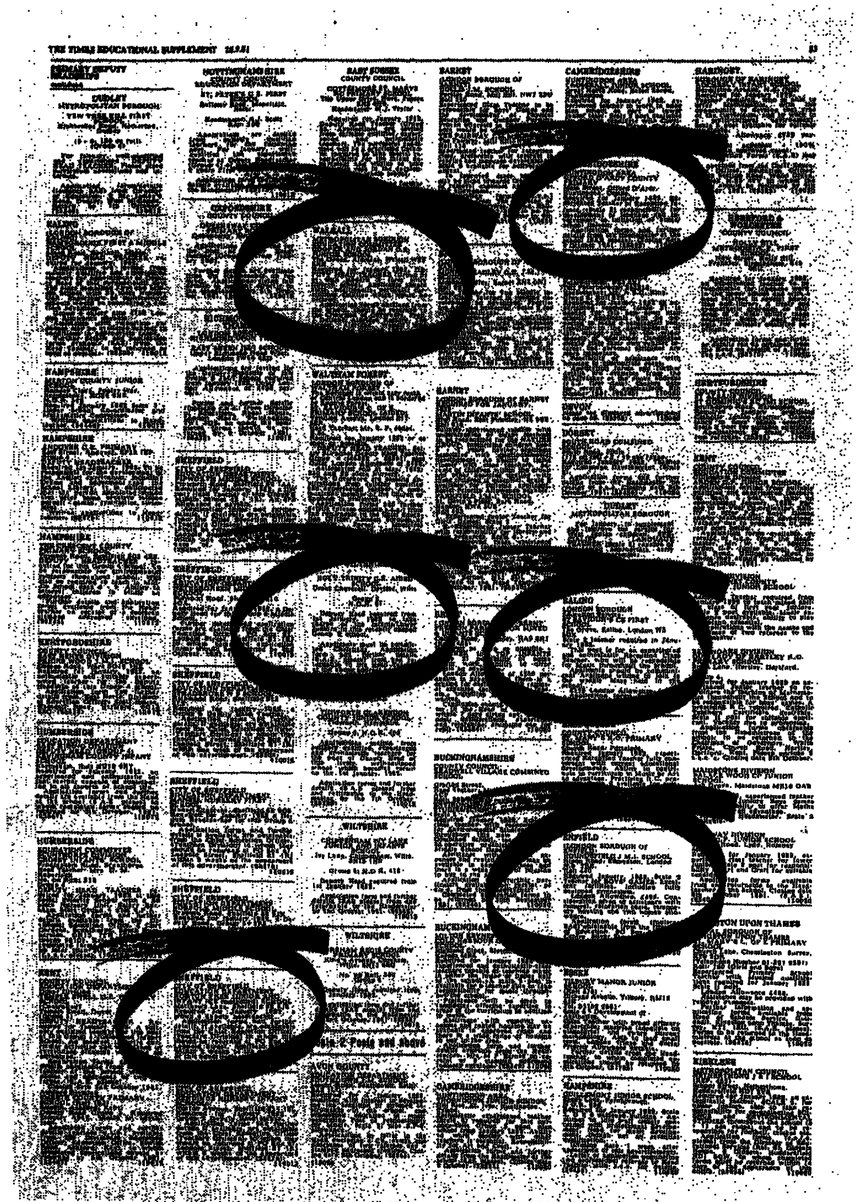
Despite popular opinion, writers are not invited into schools to undermine the teacher's ability. The hope is that the visits will encourage teachers to expand upon the work done.

South East Wales Arts abandoned their old scheme under which writers were invited for single readings or workshops, in an attempt to consolidate a different kind of relationship between teachers and writers. Hugo Perks, director, says:

"In the 1982–83 year, only 13 writers were used. We proposed a scheme of using a smaller number of writers working in residence who would be able to visit a group of schools on a regular basis. The l.e.a.s were in favour of the scheme and offered to meet our additional costs. There is therefore more money available for writers working in schools."

Naturally, the new proposals have angered many writers who cannot be included. It has the advantage, however, of providing the opportunity for a greater understanding between writers and teachers through in-service training. And most encouraging is the inclusion of primary schools, usually forgotten when the goodies are being handed out.

"Technique is what allows that first stirring of the mind round a word or an image or a memory to grow towards articulation," – to quote Heaney again – ". . . in terms of its own potential for harmonious self-reproduction." To stir, to grow, to reproduce: writing is an active process. Surely something we can deny no pupil of any age.



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Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Other Appointments 29

Primary Education
Headships 29
Deputy Headships Senior Masters/Mistresses 30
Heads of Department
Scale 2 Posts 30
Scale 1 Posts 30

Middle School Education
Headships 32
Deputy Headships Senior Masters/Mistresses 32
Music 32
Physical Education 32
Other than by Subjects 32

Secondary Education
Headships 32
Deputy Headships Senior Masters/Mistresses 33
Remedial and Special Needs Teaching Posts 33
Art and Design 33
Commercial Subjects 33
Computer Studies 33
Craft Design & Technology 34
Economics & Business Studies 34
English 35
Geography 36
History 36
Home Economics 36
Humanities 37
Mathematics 37
Modern Languages 38
Music 39
Pastoral 39
Physical Education 39
Religious Education 41
Science 41
Social Studies 42
Speech and Drama 42
Technology 43
Other than by Subjects 43

Sixth Form and Tertiary Colleges
Scale 1 Posts 43

Special Education
Deputy Headships Senior Masters/Mistresses 43
Scale 2 Posts 43
Scale 1 Posts 43
Appointments in Scotland 44

Independent Schools
Headships 44
Art and Design 44
Classics 44
Computer Studies 44
English 44
Geography 44
History 45
Mathematics 44 & 45
Modern Languages 44
Music 45
Pastoral 45
Physical Education 45
Religious Education 45
Science 45
Other than by Subjects 45

Preparatory Schools
Headships 45
Classics 45
Mathematics 45
Physical Education 46
Science 46
Other than by Subjects 46

Colleges of Further Education
Directors and Principals 46
Other Appointments 46

Polytechnics
Other Appointments 48

University Appointments 48

Colleges of Higher Education
Other Appointments 48

Adult Education 48

Youth and Community Service 48

Overseas Appointments 49

Administration
Local Education Authority 52

Administration General 53

Child Care 53

Educational Psychologists 53

Examiners 53

Miscellaneous 53

Peripatetic Posts 54

Outdoor Education 54

English as a Foreign Language 54

English as a Second Language 55

Appointments wanted 55

Educational Courses 55

Tuition 55

Personal
Announcements 55

Conferences and Lectures 55

For Sale and Wanted 55

Holidays and Accommodation 55

Home Exchange Holidays 55

Field Study Centres 55

Properties for Sale and Wanted 55

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Nursery Education

Other Appointments

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
COLLEGE GARDENS NURSERY SCHOOL
College Gardens, London E4
Head: Mrs J. Khan
Required for September or as soon as possible thereafter.
Experienced Nursery Teacher for this 40 place (i.t.o. Nursery School to work in a team teaching situation.
SCALE 2 plus Outer London Allowance.
Application form and further details, available on receipt of s.a.e. 4 from and returnable to the Head Teacher.
Ref. N16/843.
(18184) 100026

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
BRIDGEWAY NURSERY SCHOOL
Bridgeway, London E17
Head: Mrs. P. Hall
Required for September or as soon as possible thereafter.
Experienced Nursery Teacher for this 40 place (i.t.o. Nursery School to work in a team teaching situation.
SCALE 2 plus Outer London Allowance.
Application form and further details, available on receipt of s.a.e. from and returnable to the Head Teacher.
Ref. N16/842.
(18183) 100026

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR SEPTEMBER
ROGER ASCHAM INFANTS SCHOOL
Wilton Road, London E10
Acting Head: Mrs. S. Critchley
NURSERY TRAINED TEACHER for 30 F.t.e. place nursery.
SCALE 1 plus Outer London Allowance. Ref. P40/540
CHAPEL END INFANTS SCHOOL
Brookscroft Road, London E17
Head: Miss H. Aslett
A QUALIFIED TEACHER for this 39 place (i.t.e. nursery class. Applicants should expect to take a full part in the life and the school and be committed to parental involvement.
SCALE 1 plus Outer London Allowance. Ref. P117/543.
Application form (and further details) for two above posts available on receipt of 9 × 4 s.a.e. from and returnable to the Head Teacher concerned. 100026
(18179)

Primary School Education

Headships

BEDFORDSHIRE
EDUCATION SERVICE
PULLOXHILL LOWER SCHOOL
Fieldside Road, Pulloxhill, Bedford MK45 5HN
From January 1986. Group 1.
Estimated number on roll, January 1986 - 54 pupils aged 5 - 9.
Application forms and further details are available from the Chief Education Officer, County Hall, Bedford.
Closing date: 19th July 1985. (18308) 110010

BEDFORDSHIRE
EDUCATION SERVICE
HEADSHIP
RIDGMONT LOWER SCHOOL
High Street, Ridgmont, Bedford MK43 0TB
Group 1
Required from January/April 1986.
Estimated number on roll, January 1986 - 26 children aged 5 - 9, plus 38 in the Nursery.
Application forms and further details available from Chief Education Officer, County Hall, Bedford.
Closing Date: 19th July 1985. (08518) 110010

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CAMBRIDGE AREA
Applications are invited for the following Headships available from January:
DUXFORD C.E. (C) COMMUNITY PRIMARY SCHOOL
Group 4
Previous applicants will be reconsidered.
JOHN PAXTON COUNTY JUNIOR SCHOOL
Sawston
Group 3
Application forms and details from Senior Area Education Officer, Gloucester Street, Cambridge CB3 0AP (s.a.e. please) returnable by 19th July. (08997) 110010

GLOUCESTERSHIRE
An Equal Opportunities Employer
MINSTERWORTH C OF E (AIDED) PRIMARY SCHOOL
Minsterworth, Gloucester
20 on roll, 5 - 11 years
Head Teacher Group 1
Required for 1st January 1986.
Forms and further particulars from Mrs. M. Reeves, Myrd House, Minsterworth, Gloucester. (Enclose S.A.E.).
(08821) 110010

GLOUCESTERSHIRE
An Equal Opportunities Employer
GUITING POWER PAROCHIAL (AIDED) PRIMARY SCHOOL
Guiting Power, Cheltenham
55 on roll, 5 - 11 years
HEAD TEACHER Group 1
Required for 1st January 1986.
Forms and further particulars from Rev. S. Wilson, Temple Guiting Vicarage, Temple Guiting, Cheltenham (enclose S.A.E.). (08397) 110010

GLOUCESTERSHIRE
An Equal Opportunities Employer
CHURCHAM COUNTY PRIMARY SCHOOL
Churcham, Gloucester
56 on roll, 5 - 11 years
HEAD TEACHER Group 1
Required for 1st January 1986.
Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester (enclose S.A.E.).
(08400) 110010

SHEFFIELD
CITY OF SHEFFIELD EDUCATIONAL DEPARTMENT
SPRINGFIELD JUNIOR AND INFANT SCHOOL
Broomspring Lane, Sheffield S10 2FA
Required for January 1986, a Headteacher for this newly amalgamated Group 3 school incorporating the former Junior and Infant Schools.
This is a challenging job in an inner-city area serving a multi-racial community, for which experience of working with children and parents of all races is an important requirement.
The Governors would welcome applications for all races and either sex. Sheffield is an equal opportunities employer.
Application forms and further details available from and returnable to the Chief Education Officer (Teachers Division), P.O. Box 67, Leopold Street, Sheffield S1 1RJ.
Closing date: 26th July. (08903) 110010

HAMPSHIRE
ST. JUDE'S C. AIDED PRIMARY SCHOOL
Bishopsland, Fareham, Hants.
Required 1st January 1986
HEADTEACHER - Group 6.
Send s.a.e. to Area Education Officer, Fareham/Gosport Area Education Office, Wallis Road, Gosport, Hants. PO12 1RU for details and application forms. Closing date 2nd August 1985.
(08900) 110010

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
LOW BRADFIELD/ DUNGWORTH AMALGAMATED JUNIOR AND INFANT SCHOOL
Dungworth, Sheffield S6 6HE
Required as soon as possible a Headteacher for this newly amalgamated Group 2 Junior and Infant School. The new school is the amalgamation of Dungworth J and I, and Low Bradfield J. and I. Schools and will be housed at the existing Dungworth J. and I. School site.
Application forms and further details available from the Chief Education Officer (Teachers Division), P.O. Box 67, Leopold Street, Sheffield S1 1RJ to whom they should be returned by 18th July.
(08899) 110010

GLOUCESTERSHIRE
An Equal Opportunities Employer
WITHYBROOK C OF E (CONTROLLED) PRIMARY SCHOOL
Redbrook, Monmouth
25 on roll, 5 - 11 years.
Head Teacher Group 1 required for 1st January 1986.
Forms and further particulars from Chief Education Officer, Shire Hall, Gloucester (enclosing S.A.E.).
(08903) 110010

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE PURSTON FIRST SCHOOL
(5 - 9) (164 on roll)
HEADMASTER/ HEADMISTRESS - Group 4.
Further details and request.
Application forms available on receipt of s.a.e.s) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned no later than 24th July. 1985. (151371) 110010

HEADTEACHERS

Required January 1986. Danbury Park County Primary School (Group 4), Well Lane, Danbury, Chelmsford.

Coopersale and Theydon Garnon C of E Primary (Group 2 + L.F.A. £264 p.a.) Brickfields Lane, Coopersale Common, Epping.

Generous relocation allowances scheme in operation.

Please send foolscap s.a.e. for form and details to:- County Education Officer, PO Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD.
Closing date 2 August 1985. (18955)

ESSEX
County Council

RE-ADVERTISEMENT

Fishersgate County First School
Gardner Road
PORTSLADE BN4 1PN

HEADTEACHER required for January 1986 for this Group 2 First School (Roll 70)

Details and application form from Area Education Officer, 15 Mill Road, Worthing BN11 4NH on receipt of s.a.f.e.

Previous applicants will be considered and need not re-apply

Closing date 31 July 1985 (19198)

west sussex

PRIMARY HEADSHIPS
continued

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
CALLIS GRANGE COUNTY INFANT SCHOOL
Barrack Road, St. Peter's, Broadstairs CT10 2EJ
Group 4 (Roll 206 plus 18 full time equivalent pupils in Nursery Class (Summer Term 1985)
APPOINTMENT OF HEAD TEACHER
Appointment to take effect from April 1986 or earlier if possible.
Application forms and further details available from the Divisional Education Officer, Queensmere, The Vale, Broadstairs, Kent CT10 2BZ to whom they should be returned by 2nd August 1985 (sae please).

TONBRIDGE MALLING DIVISION
MALLING COUNTY PRIMARY SCHOOL
Hallion, Rochester ME2 1BG
APPOINTMENT OF HEAD TEACHER
Group 2
Required for January 1986.
Application forms and further details available from the Divisional Education Officer, 123 High Street, West Malling, Maidstone ME19 6NE (sae please) to whom they should be returned by 2nd August 1985.
Read-over visits for previous applicants will be reconsidered.

STOCK & GREEN COUNTY PRIMARY SCHOOL
Leigh Road, Hildenborough, Tonbridge TN11 9JH
APPOINTMENT OF HEAD TEACHER
Group 3 Roll 141 (Summer term 1985)
Required for January 1986.
Application forms and further details available from the Divisional Education Officer, 123 High Road, West Malling, Maidstone ME19 6NE (SAE please) to whom they should be returned by 2nd August 1985.

PLAXTOL COUNTY PRIMARY SCHOOL
Plaxtol, Sevenoaks TN15 0QD
APPOINTMENT OF HEAD TEACHER
Group 2 Roll 75 (summer term 1985)
Required for January 1986.
Application forms and further details available from the Divisional Education Officer, 123 High Road, West Malling, Maidstone ME19 6NE (sae please) to whom they should be returned by 2nd August 1985.

ASHFORD DIVISION
BROOK COUNTY PRIMARY SCHOOL
Brook, Ashford TN25 5PN
APPOINTMENT OF HEAD TEACHER
Group 1 Roll 45
Appointment to take effect from January 1986.
Application form and further details from the Divisional Education Officer, Elwick Road, Ashford, Kent TN23 1NP (sae please).
Closing date 2nd August 1985. (11411) 110010

SOMERSET

ST JOHN'S CE VC INFANTS
Glastonbury

For January 1986.

Head for this group 4 school.

A school with a wide Curriculum of many interests and amenities. Also recreation and camp to those with special needs at an early age.

Maintenance of strong church links desirable.

Application form and details (sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton TA1 4DY.

Closing date: 25th July 1985. (11254) 110010

Deputy Headships
Second Masters/ Mistresses

CUMBRIA

COUNTY COUNCIL
MILLOM INFANT SCHOOL
Lapstone Road, Millom, Cumbria, LA18 4JA
Required for January, 1986, a DEPUTY HEAD for this Group Four School.
Application forms and further details available from the Assistant Director of Education, Union Hall, Scotch Street, Whitehaven CA28 7SG to whom completed forms should be returned by 26th July, 1985 (SAE please). (10792) 110018

WAKEFIELD

CITY OF WAKEFIELD
METROPOLITAN BOROUGH COUNCIL
ACKWORTH BELL LAN FIRST SCHOOL
(5 - 9). (182 on roll)
Required January 1986 DEPUTY HEADMASTER/ HEADMISTRESS Group V.
Further details on request. Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 4 Bond Street, Wakefield, to be returned not later than 24th July, 1985. (11241) 110018

EAST SUSSEX

SOUTHDOWN COUNTY JUNIOR SCHOOL
Church Hill, Newhaven BN9 9LX
Hull: 214
From January 1986: Deputy Headteacher or Group 4 Enthusiastic teacher with an interest in curriculum development relinquishing that of co-ordinator. The successful applicant will have special responsibilities with lower juniors.
Recognition grants in approved cases.
Application forms (see please) from the County Education Officer, P.O. Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by July 26.. 110012

HERTFORDSHIRE

ST DOMINIC'S SCHOOL
Southtown Road, Hemel Hempstead, Herts. AL3 1PF
Head M^r G.J. Mooney
Group 4
Applications are invited from practising Catholics for the post of Deputy Head Teacher of the above school from January 1986.
An experienced, versatile and enthusiastic teacher is sought who will make a significant contribution to organisation and curriculum development. Ability to organise boys' games essential.
Further details and application forms from and returnable to the Head at the school. Please enclose s.a.e.
Applicants are welcome to visit the school by appointment with the Head. (08916) 110012

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
ASHFORD DIVISION
KENNINGTON CE (CONTROLLED) JUNIOR SCHOOL
Vicarage Road, Kennington, Ashford, Kent
Required for January 1986 - Deputy Head Teacher (Group 5).
Application forms and further particulars from Divisional Education Officer, Elwick Road, Ashford, Kent TN23 1NP. (S.A.E. Please). Closing Date 2nd August, 1985. This is a re-advertisement, previous applications will automatically be reconsidered. (11112) 110012

OXFORDSHIRE

ST JOHN'S CE SCHOOL
St John's Road, Wallingford OX10 8HX
Required for January 1986 a Deputy Headteacher for this Group 4 Primary School. Applications are invited from enthusiastic and versatile teachers with experience across the whole primary age range who will initially co-ordinate the work of the infant class and make a significant contribution to the whole school including responsibility for a major area of the curriculum. Please specify areas of expertise and/or interests.
Further details and application forms available from the Headteacher to be returned within a fortnight. SAE essential.
Previous applicants remain under consideration unless they notify the Headteacher to the contrary. (17061) 110012

BROMLEY

LONDON BOROUGH OF BROMLEY

CROFTON JUNIOR SCHOOL
Town Court Lane, Orpington, Kent BR5 1EL

SCALE 3 - P.E./ ATHLETICS CO-ORDINATOR

Required for January 1986, a skilled teacher to play a major role in the co-ordination of P.E. Athletics in this unusually large junior school (N.O.R. 360). The person appointed must have experience in the area of P.E./Athletics and an interest in at least one other aesthetic area. (Art/ Design/ Music, Drama).

Full details available from the Headmaster at the school (telephone a.s.a.p. please) to whom completed forms should be returned by 15th July 1985. (08934) 110020

BUCKINGHAMSHIRE

Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
EDUCATION OFFICE
26 London Road West, Amersham HP7 0DX
Applications are invited from teachers wishing to extend their career to join the Education Service for Travellers' children, with effect from September 1985 or January 1986. The candidate appointed will be based at one of the primary schools within the Beaconsfield/Chiltern area and should have had experience within the primary age range.
Applications in writing to the Education Officer at the above address as soon as possible. (08981) 110020

CROYDON

LONDON BOROUGH OF CROYDON

CYPRESS JUNIOR MIXED
Cypress Road, London CR0 5NT

Tel: 01-653 2618

Tensible: 1st September 1985 or 1st January 1986

An enthusiastic and creative teacher is required who is keen to work with a friendly and dedicated staff in developing the curriculum of the School. Vacancy due to promotion. Please state any special skills or interests.

Salary - Burnham Scale: 2 for suitable applicant With London Area Allowance.

This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcomed.

Please send SAE for application form, from and returnable to, the Head Teacher, at the above address as soon as possible. (11853) 110020

HUMBERSIDE
COUNTY COUNCIL

EDUCATION COMMITTEE

GRIMSBY DIVISION

QUEEN MARY AVENUE INFANT SCHOOL
Queen Mary Avenue, Cleethorpes DN35 7EY

Required for January 1986, or soonest if possible:

ENTHUSIASTIC TEACHER for middle infant class, musical ability an advantage.

SCALE 2 post available for suitable applicant.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby (on receipt of s.a.e.), should be returned to the Head Teacher at the school by 19th July 1985. (08353) 110020

HUMBERSIDE
COUNTY COUNCIL

EDUCATION DEPARTMENT

EAST RIDING DIVISION

MOORFIELD COUNTY JUNIOR SCHOOL
Oxford Street, Bridlington YO16 4JL

SCALE 3 POST

Required for January 1986, or earlier if possible, a good class teacher to take responsibility for swimming, gymnastics, athletics and football.

A Scale 3 post is available to a suitable applicant.

Application forms and further details are available from the Head of Service (s.a.e. please) to whom completed forms should be returned by 22nd July 1985. (08360) 110020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
FLEETDOWN INFANT SCHOOL
PRIMARY SCHOOL
Lunedale Road, Dartford
Group 4
Urgently required for September 1985, Teacher, experience of family grouping desirable. Scale 2.
Application forms from the Divisional Education Officer, Essex Road, Dartford, enclosing names and addresses of two referees. Closing date 19th July, 1985.

ROWHILL SCHOOL
Black Lane, Wilmington, Dartford, Kent
Group 4
Infant/junior teacher (qualified candidates) urgently required for Autumn term for children with moderate learning difficulties. Knowledge of micro computers, audio visual aids advantage. Scale 2.
Applications to Divisional Education Officer, Essex Road, Dartford, Kent enclosing cv and names and addresses of 2 referees. Closing date 19 July 1985.

WENTWORTH COUNTY PRIMARY SCHOOL
James Road, Dartford, Kent Group 5
Urgently required for September, 1985. Teacher for Science and Needlework. Scale 3.
Application forms from Divisional Education Officer, Essex Road, Dartford enclosing names and addresses of two referees. Closing date 19th July, 1985. (17113) 110020

Wiltshire

Primary Education
DEPUTY HEADTEACHER POST
LARKHILL COUNTY PRIMARY SCHOOL
Wilson Road, Larkhill, Salisbury SP4 8QB
Group 6 N.O.R. 230

Required for January 1986 a lively teacher of proven ability who has had previous responsibility in schools and now ready to contribute to developments in all areas of the curriculum and management.
Application form and further details (S.A.E. please) from and returnable to the Headmaster by 26th July. When applying please give full professional details, naming any specialities.

SCALE 1 POSTS
RUSHALL C.E. AIDED PRIMARY SCHOOL
Near Pewsey, Wiltshire
Group 2 N.O.R. 56

Committed enthusiastic teacher for middle class in this 2 teacher rural School who enjoys working with older infants and lower juniors and one who is willing to participate generally in a wide variety of school activities. Candidates should be sympathetic to the aims of a Church of England Aided School.
Written letters of application to be sent to the Head Teacher stating age, giving particulars of education, training and experience and also the names and addresses of two referees by 22nd July. (SAE please).

PINEHURST INFANTS' SCHOOL
Beech Avenue, Pinehurst, Swindon SN2 1JT
Headteacher: Mrs T. J. Farley
Estimated N.O.R. January, 1986 - 225

Required September, 1985, enthusiastic Scale 1 Infants' teacher. Ability to teach music an advantage.
Letter of application, C.V. and names and addresses of two referees to the Head Teacher at the school immediately please. (18629)

EALING

LONDON BOROUGH
Education Services
ST JOSEPH'S RC FIRST AND MIDDLE SCHOOL
York Avenue, Hanwell, London W7 3HD
Tel: 01-567 6253
Required for January 1986 a teacher (Scale 3) to teacher-in-charge of First Department (this combined First and Middle School. Practising Catholic.
London Weighting £1,038.
Application forms and further details (SAE) from the Head to be returned by 26 July 1985. (11803) 110020

HUMBERSIDE
COUNTY COUNCIL

EDUCATION COMMITTEE

GRIMSBY DIVISION

QUEEN MARY AVENUE INFANT SCHOOL
Queen Mary Avenue, Cleethorpes DN35 7EY

Required for January 1986, or soonest if possible:

ENTHUSIASTIC TEACHER for middle infant class, musical ability an advantage.

SCALE 2 post available for suitable applicant.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby (on receipt of s.a.e.), should be returned to the Head Teacher at the school by 19th July 1985. (08353) 110020

HUMBERSIDE
COUNTY COUNCIL

EDUCATION DEPARTMENT

EAST RIDING DIVISION

MOORFIELD COUNTY JUNIOR SCHOOL
Oxford Street, Bridlington YO16 4JL

SCALE 3 POST

Required for January 1986, or earlier if possible, a good class teacher to take responsibility for swimming, gymnastics, athletics and football.

A Scale 3 post is available to a suitable applicant.

Application forms and further details are available from the Head of Service (s.a.e. please) to whom completed forms should be returned by 22nd July 1985. (08360) 110020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
FLEETDOWN INFANT SCHOOL
PRIMARY SCHOOL
Lunedale Road, Dartford
Group 4
Urgently required for September 1985, Teacher, experience of family grouping desirable. Scale 2.
Application forms from the Divisional Education Officer, Essex Road, Dartford, enclosing names and addresses of two referees. Closing date 19th July, 1985.

ROWHILL SCHOOL
Black Lane, Wilmington, Dartford, Kent
Group 4
Infant/junior teacher (qualified candidates) urgently required for Autumn term for children with moderate learning difficulties. Knowledge of micro computers, audio visual aids advantage. Scale 2.
Applications to Divisional Education Officer, Essex Road, Dartford, Kent enclosing cv and names and addresses of two referees. Closing date 19 July 1985.

WENTWORTH COUNTY PRIMARY SCHOOL
James Road, Dartford, Kent Group 5
Urgently required for September, 1985. Teacher for Science and Needlework. Scale 3.
Application forms from Divisional Education Officer, Essex Road, Dartford enclosing names and addresses of two referees. Closing date 19th July, 1985. (17113) 110020

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MILLBRIDGE/ANDY NURSERY SCHOOL
Vernon Road, Liversedge, West Yorkshire
(Ref 1049)
Required Sept. 1985 or as soon as possible thereafter an enthusiastic and committed teacher Scale 3 to be responsible for the Nursery Dept. for Language Development work throughout the school and to liaise between Nursery/ Infant/Junior Dept.
Application (FAFE please) available from the Director of Educational Services (Ref PT), Old Gate House, Huddersfield HD1 6QW to whom completed forms should be returned by 19th July 1985. An Equal Opportunity Employer. (11845) 110020

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITY EMPLOYER
HASLEMERE PRIMARY SCHOOL
Haslemere Avenue, Mitcham, Surrey CR4 3PD
Tel: 01-648 9660
Head Teacher: Mrs. M. Cubby
Age Range: 3 - 9 years
No. on roll: 150
Required: September. Cover for maternity leave. Scale 2 Maths & Science. Interest in Team Teaching.
Closing date: as soon as possible.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08934) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
ST. HELEN'S R.C., J.M. & I. SCHOOL
Falcon Street, London E13 8DD
Head Teacher: Sister Mary Murtagh
Number on roll: 302 plus 60 places nursery unit
INFANT/NURSERY TEACHER Scale 2/3
Required: January 1985 or as soon as possible.
A qualified teacher with responsibility for nursery unit. The candidate should be a practising Roman Catholic, preferably holding a catholic teachers certificate.
London Allowance: £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from Director of Education, Stratford Town Hall, Broadway, Stratford, London E15 4BG. Closing date 19th July 1985. Teacher, experience of family grouping desirable. Scale 2.
Application forms from the Divisional Education Officer, Essex Road, Dartford, enclosing names and addresses of two referees. Closing date 19th July, 1985.

SHEFFIELD

CITY OF SHEFFIELD
EDUCATION DEPARTMENT
FIRS HILL NURSERY FIRST SCHOOL
Grimesgate Road, Sheffield S5 9AN
This is an urban school with 55% of the children coming from ethnic minorities, the majority being Asians.
The Nursery has 36 full-time equivalent places with a staff of 3.
A SCALE 2 EXPERIENCED TEACHER is required to take charge of the Nursery. Applicants must be committed to working with parents.
Application forms are available from and should be returned to the Child Education Officer (Teachers Division), P.O. Box 67, Leopold Street, Sheffield S1 1RS.
Closing date: 18TH JULY (12348)

SURREY

EDUCATION COMMITTEE
QUEEN ELEANOR'S C OF E MIDDLE SCHOOL
Queen Eleanors Road, Onslow Village, Guildford, Surrey GU2 5SL
Required for January 1986 (or earlier if possible) an enthusiastic teacher Scale 2 senior post in this three form entry middle school. The post is for First Year Leader and co-ordinator of Art/Craft and/or Drama. Please state any other subject strengths. Music an advantage. Practising Christian preferred.
Application form and further details from the Headteacher. (SAE please). Closing date 19th July 1985. (15026) 110020

Scale 1 Posts

AVON COUNTY

PILL CE VC JUNIOR SCHOOL
Weymouth Drive, Pill, Bristol BS20 0JS
Required from 1st September 1985, teacher for music throughout the school (part-time 6/10). Post is 8/10 permanent, plus 1/10 fixed term contract.
Letter of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (12123) 110022

AVON COUNTY

BEACON RISE (NEW)
COUNTY PRIMARY SCHOOL
Hanham Road, Kingswood, Bristol BS15 2NU
Required from 1st September 1985 a temporary teacher for this newly-established school. Please state curriculum strengths and interests.
Letters of application to Mrs. K. Anderson, Head Designate, c/o Beacon Rise Infant School as the above address. Please give full c.v. and names of two referees, including sae.
Avon is an equal opportunities employer. (12136) 110022

BRENT

LONDON BOROUGH OF BRENT
CHALKHILL INFANTS SCHOOL
Blackbird Hill, Wembley, Middx. HA9 6HP
Tel: 01-624 0348
(Hill: 1612 Near Nursery - Social Priority School)
Required from September 1985 - An enthusiastic Temporary Teacher (Scale 1) for Infant class to cover maternity leave.
Location Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within 14 days. (08087) 110022

BUCKINGHAMSHIRE

EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
PENWITH COUNTY FIRST SCHOOL
Falmouth Place, Fishermead, Milton Keynes MK6 2LS
Required for the autumn term 1985 only, a teacher for a class of 7 year olds owing to a co-operative teaching situation. Scale 1.
This is a temporary post to cover a staff secondment.
Apply by letter to the Headteacher, Mr G. Kidman, giving full curriculum vitae and the names and addresses of two referees. (08984) 110022

AVON COUNTY

BEACON RISE (NEW)
COUNTY PRIMARY SCHOOL
Hanham Road, Kingswood, Bristol BS15 2NU
Required from 1st September 1985 a temporary teacher for this newly-established school. Please state curriculum strengths and interests.
Letters of application to Mrs. K. Anderson, Head Designate, c/o Beacon Rise Infant School as the above address. Please give full c.v. and names of two referees, including sae.
Avon is an equal opportunities employer. (12136) 110022

BRENT

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CHALKHILL INFANTS SCHOOL
Blackbird Hill, Wembley, Middx. HA9 6HP
Tel: 01-624 0348
(Hill: 1612 Near Nursery - Social Priority School)
Required from September 1985 - An enthusiastic Temporary Teacher (Scale 1) to cover a maternity leave.
Location Allowance of £1,038 per annum is payable.
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Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head Teacher returnable within 14 days. (08087) 110022

BUCKINGHAMSHIRE

EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
PENWITH COUNTY FIRST SCHOOL
Falmouth Place, Fishermead, Milton Keynes MK6 2LS
Required for the autumn term 1985 only, a teacher for a class of 7 year olds owing to a co-operative teaching situation. Scale 1.
This is a temporary post to cover a staff secondment.
Apply by letter to the Headteacher, Mr G. Kidman, giving full curriculum vitae and the names and addresses of two referees. (08984) 110022

BUCKINGHAMSHIRE

EQUAL OPPORTUNITY EMPLOYER
MILTON KEYNES AREA
HANSLOPE COUNTY COMBINED SCHOOL
Stony Stratford, Milton Keynes MK19 7HL
Required from September 1985 or January 1986, a committed and resourceful teacher for teach within the 7 - 9 age range. An interest in Computer Awareness would be an advantage. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mr. Shepherd B.Ed., giving full curriculum vitae and the names and addresses of two referees. (08985) 110022

BURY

METROPOLITAN BOROUGH OF BURY

EDUCATION DEPARTMENT

TEMPORARY TEACHER
(Scale 1 plus S.P.A.)

Required for 1st September 1985 to 31st August 1986 at St. Paul's C.E. Primary School, Pimhill Street, Via S.P.A., Parrilt Street, Via Bluntley Mount Road, Bury BL9 6HJ for 3rd Year Juniors.

The Governors invite applications from enthusiastic and lively persons for the above post.

An interest in Boys' Games and Music an advantage. Applicants should state other curriculum interests.

Applications by letter including full curriculum vitae together with names and addresses of two referees to the Director of Education, Athenaeum House, Market Street, Bury BL9 0BW by Monday, 22nd July 1985. (08948) 110022

CAMBRIDGESHIRE

EQUAL OPPORTUNITY EMPLOYER
LONDON COUNTY
WERRINGTON SCHOOL
Amberley Slope, Werrington, Peterborough PE4 6QG
Tel: Peterborough 77779
Head Teacher: Mr G.M. Watson, J.P.
GROUP 2
required for January, 1986 or earlier if possible:-
A dynamic and enthusiastic Assistant Teacher (Scale 1). Part appointment applications will be considered.
Interviews will take place mid-September.
Possible housing assistance.
Letters of application, enclosing curriculum vitae, special interests, the names and addresses of two referees direct to the Head Teacher by 31st August, 1985. (12564) 110022

DORSET

ST CLEMENTS AND ST JOHNS (CE) FIRST AIDED SCHOOL
St Clements Road, Bournemouth
(Age Range: 5 - 8.9 yrs)
Required January 1986 Scale One Teacher for class of first year children.
Application forms, and further details from the Headteacher on receipt of sae. (17067) 110022

EALING

LONDON BOROUGH
Education Service
ACTON GREEN FIRST & MIDDLE SCHOOL
Acton Lane, Acton Green, W4 5AW
Required for September teacher for a vertically grouped class of 6/7 year olds. Music would be an advantage.
Scale 1 salary plus £1,038 London Weighting and Social Priority Allowance.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU (SAE) to be returned by 26 July 1985. (11805) 110022

EALING

LONDON BOROUGH
Education Department
BEACONSFIELD COMBINED FIRST & MIDDLE SCHOOL
Beaconsfield Road, Southall UB1 1DR
Teacher required for September 1985.
A part-time (0.5) teacher to work with children over a variety of age groups in the Middle School Department.
The ability to work closely with colleagues is essential and some experience of co-operative teaching desirable.
The post requires a strong commitment to Multi-Cultural Education/Education for Equal Opportunities.
Scale 1 plus £1,038 London Weighting and Social Priority Allowance.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU, to be returned by 24 July. (11806) 110022

EALING

LONDON BOROUGH
Education Service
HAMBROUGH FIRST & MIDDLE SCHOOL
South Road, Southall, Middlesex
Enthusiastic and committed First School teacher required for a session per week from September. Ability to work collaboratively with other teachers in this open plan school is essential.
Vacancies due to promotion.
Scale 1 salary plus £1,038 London Weighting.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE) to be returned by 26 July 1985. (11808) 110022

EALING

LONDON BOROUGH
Education Service
HAMBROUGH FIRST & MIDDLE SCHOOL
South Road, Southall, Middlesex
2 enthusiastic and committed First School teachers required for September. Ability to work collaboratively with other teachers in this open plan school is essential.
Vacancies due to promotion.
Scale 1 salary plus £1,038 London Weighting.
Application forms from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU (SAE) to be returned by 26 July 1985. (11808) 110022

EAST SUSSEX

CRADLE HILL COUNTY COMBINED PRIMARY SCHOOL
Lexden Road, Seaford BN25 4LF
Roll: 307
From January 1986: experienced and enthusiastic teacher (scale 1) for a class of upper infants. Successful candidate expected situation with a class of lower juniors.
Relocation grants in approved cases.
Application forms (sae please) from the County Chief Education Officer, PO Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG to be returned by the Head by July 24th. (12871) 110022

ENFIELD

LONDON BOROUGH OF ENFIELD
ST. ANNE'S C.E. PRIMARY SCHOOL
Ringwood Way, London N21 2RA
Roll 322
Required September 1985, or as soon as possible, enthusiastic teacher, with a sound knowledge of good current Primary practice. Scale 1.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowance £672.
Application forms (large SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver St., Enfield EN1 3XG, to be returned to the Clerk to the Governors at the School, as soon as possible.
An equal opportunity employer. (08078) 110022

ESSEX

HOLY FAMILY R.C. PRIMARY SCHOOL
Roll 183
Maltings Lane, Witham
Tel: Witham 513418
PEACHES, Scale 1
Junior Teacher required September 1985 if possible. Interest in Music desirable.
Closing date: 26th July, 1985.
Application forms available from and returnable to the Chief Education Officer, Crossman House, Station Approach, Braintree CM7 8QA (Footscap s.a.e. please). (08097) 110022

GLOUCESTERSHIRE

An Equal Opportunities Employer
ROBBOROUGH C.P. SCHOOL
Robborough Hill, Stroud
Required from September young probationary Junior teacher for music.
Apply to Head Teacher (SAE please). (15066) 110022

GLOUCESTERSHIRE

An Equal Opportunities Employer
HIGHNAM C OF E (CONTROLLED) PRIMARY SCHOOL
Wetherleigh Drive, Highnam, Gloucester GL2 8DB
Required September Infant teacher for reception/middle infants. Scale 1.
Applications from probationary teachers would be welcomed.
Further details from Headteacher on Gloucester 25873. (08963) 110022

HARROW

EDUCATION COMMITTEE
LITTLE STANMORE F/M SCHOOL
St. David's Drive, Edgware, Middx. HA8 6JH
Tel: 01-958 9372
Assistant teacher required for September 1985 to teach general subjects in the 4th year of this school. This is a temporary post pending a permanent appointment in January 1986.
Application forms from and to be returned to the Headteacher by 14.7.1985. Please enclose s.a.e.
Harrow is an equal opportunities employer. (11878) 110022

EAST SUSSEX

CRADLE HILL COUNTY COMBINED PRIMARY SCHOOL
Lexden Road, Seaford BN25 4LF
Roll: 307
From January 1986: experienced and enthusiastic teacher (scale 1) for a class of upper infants. Successful candidate expected situation with a class of lower juniors.
Relocation grants in approved cases.
Application forms (sae please) from the County Chief Education Officer, PO Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG to be returned by the Head by July 24th. (12871) 110022

ENFIELD

LONDON BOROUGH OF ENFIELD
ST. ANNE'S C.E. PRIMARY SCHOOL
Ringwood Way, London N21 2RA
Roll 322
Required September 1985, or as soon as possible, enthusiastic teacher, with a sound knowledge of good current Primary practice. Scale 1.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowance £672.
Application forms (large SAE) obtainable from the Director of Education, P.O. Box 56, Civic Centre, Silver St., Enfield EN1 3XG, to be returned to the Clerk to the Governors at the School, as soon as possible.
An equal opportunity employer. (08078) 110022

ESSEX

HOLY FAMILY R.C. PRIMARY SCHOOL
Roll 183
Maltings Lane, Witham
Tel: Witham 513418
PEACHES, Scale 1
Junior Teacher required September 1985 if possible. Interest in Music desirable.
Closing date: 26th July, 1985.
Application forms available from and returnable to the Chief Education Officer, Crossman House, Station Approach, Braintree CM7 8QA (Footscap s.a.e. please). (08097) 110022

GLOUCESTERSHIRE

An Equal Opportunities Employer
ROBBOROUGH C.P. SCHOOL
Robborough Hill, Stroud
Required from September young probationary Junior teacher for music.
Apply to Head Teacher (SAE please). (15066) 110022

GLOUCESTERSHIRE

An Equal Opportunities Employer
HIGHNAM C OF E (CONTROLLED) PRIMARY SCHOOL
Wetherleigh Drive, Highnam, Gloucester GL2 8DB
Required September Infant teacher for reception/middle infants. Scale 1.
Applications from probationary teachers would be welcomed.
Further details from Headteacher on Gloucester 25873. (08963) 110022

HARROW

EDUCATION COMMITTEE
LITTLE STANMORE F/M SCHOOL
St. David's Drive, Edgware, Middx. HA8 6JH
Tel: 01-958 9372
Assistant teacher required for September 1985 to teach general subjects in the 4th year of this school. This is a temporary post pending a permanent appointment in January 1986.
Application forms from and to be returned to the Headteacher by 14.7.1985. Please enclose s.a.e.
Harrow is an equal opportunities employer. (11878) 110022

HERTFORDSHIRE

MORGAN'S WALK JM SCHOOL
Hertford
Head: Mr J. Stinton
GROUP 4
Required for September a Scale 1 teacher for a fourth year Junior class (outer London Fringe allowance).
An interest in one or more of the areas of Computers/Maths, Science, Boys' Physical Education would be an advantage, but not absolutely essential.
Letters of application with names and addresses of two referees, including s.a.e. to the Head as soon as possible. (08995) 110022

HERTFORDSHIRE

LEY PARK INFANT'S SCHOOL
Cozens Lane East, Broxbourne
Tel: Hoddesdon 444320
Head: Mrs D.M. Powell
Required for September 1985 an enthusiastic and imaginative teacher to share the teaching in a double open plan unit. Nursery experience/music an advantage, but not essential (Scale 1 plus outer fringe allowance).
Letters of application with curriculum vitae and names and addresses of two referees to the Head as soon as possible (also Valley welcome telephone). (08996) 110022

HUMBERSIDE
COUNTY COUNCIL

EDUCATION COMMITTEE

GRIMSBY DIVISION

SCARTHO FIRST SCHOOL
Edge Avenue, Grimsby DN33 3DH

Required for September 1985: Enthusiastic TEACHER for younger children, preferably with reception class experience.

Application forms obtainable from the Divisional Education Office, Eleanor Street, Grimsby (on receipt of s.a.e.), should be returned to the Head Teacher at the school by 19th July 1985. (08391) 110022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
PRETENDERS JUNIOR SCHOOL
London Road, Stone, Dartford, Kent
Group 3 Scale 2
Urgently required for September, 1985, Teacher Lower Juniors (any special interest).
Application forms from the Divisional Education Office, Essex Road, Dartford, Kent, enclosing names and addresses of two referees. Closing date 19th July, 1985.

GRAVESHAM DIVISION
WESTCOURT COUNTY PRIMARY SCHOOL
Hampton Crescent, Gravesend DA12 4DD
Roll: 319
Required for September, 1985, Teacher Scale 1. An interest in Boys' Games would be an advantage.
Apply in writing to the Headmaster, Mr P.E. Wukuman, marked 'Private and Confidential' c/o Divisional Education Office, 138 Windmill Street, Gravesend, Kent. Please give names and addresses of two referees. Closing date 26th July, 1985. (17114) 110022

LANCASHIRE
COUNTY COUNCIL

An Equal Opportunities Employer

LEYLAND SWIMMING POOL
Leyland

Required 1st September 1985.

SCALE 1 - QUALIFIED TEACHER OF SWIMMING - to be responsible for the teaching of swimming to schools timetabled at the Leyland Pool.

Forms/further details from/to The Chief Education Officer, P O Box 61, County Hall, Preston PR1 8RJ. SAE please.

Closing date: 25th July 1985. (11217) 110022

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer

MERRYDALE COUNTY JUNIOR SCHOOL
Claydon Road, Leicester LE5 0PL

Roll 294

SCALE 1

Required August 2 posts for enthusiastic flexible teachers for this remodelled school. Opportunity to fully develop interests and curriculum strengths with 2nd year Juniors.

Please contact the Headteacher for further details and application forms (SAE). (11860) 110022

LINCOLNSHIRE

ASSISTANT TEACHER

SCAMPTON RAF COUNTY PRIMARY SCHOOL

BURNHAM SCALE 1

NOR 130

Infant teacher required from September 1985 for a reception class.

For forms/details send SAE to the Headteacher, Platt Lane, Scampton, Lincoln LN1 2TP. Closing date 29.7.1985. (17018) 110022

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITY EMPLOYER
JOSEPH HOOD PRIMARY SCHOOL
Watley Avenue, SW20 9NS
Tel: 01-542 8177
Head Teacher: Miss F.R. Wheatland
Age Range 5 - 9 years
No. on Roll: 195
Required September, Temporary Part-time 0.7 Class Teacher.
Closing date: as soon as possible.
Application form and further particulars of the post available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08952) 110022

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITY EMPLOYER
JOSEPH HOOD PRIMARY SCHOOL
Watley Avenue, SW20 9NS
Tel: 01-542 8177
Head Teacher: Miss F.R. Wheatland
Age Range 5 - 9 years
No. on Roll: 195
Required September, Temporary Part-time 0.7 Class Teacher.
Closing date: as soon as possible.
Application form and further particulars of the post available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08952) 110022

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITY EMPLOYER
HASLEMERE PRIMARY SCHOOL
Haslemere Avenue, Mitcham, Surrey CR4 3PD
Tel: 01-648 9660
Head Teacher: Mrs. M. Cubby
Age Range: 3 - 9 years
No. on roll: 150
Required September, 0.8 part time teacher, interest in younger children and those with special needs.
Closing date: as soon as possible.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08956) 110022

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITY EMPLOYER
HASLEMERE PRIMARY SCHOOL
Haslemere Avenue, Mitcham, Surrey CR4 3PD
Tel: 01-648 9660
Head Teacher: Mrs. M. Cubby
Age Range: 3 - 9 years
No. on roll: 150
Required September, 0.8 part time teacher, interest in younger children and those with special needs.
Closing date: as soon as possible.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08956) 110022

NEWHAM

LONDON BOROUGH OF NEWHAM
ST WILFRIDES R.C., J.M. AND I. SCHOOL
Church Road, London E12 6NB
Head Teacher: Mrs. B. Doherty
Number on roll: 250
INFANT TEACHER Scale 1
Required: September 1985
LONDON ALLOWANCE £1,038.
Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 22nd July 1985.
Education Office, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (08959) 110022

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITY EMPLOYER
HASLEMERE PRIMARY SCHOOL
Haslemere Avenue, Mitcham, Surrey CR4 3PD
Tel: 01-648 9660
Head Teacher: Mrs. M. Cubby
Age Range: 3 - 9 years
No. on roll: 150
Required September, 0.8 part time teacher, interest in younger children and those with special needs.
Closing date: as soon as possible.
Application forms and further particulars of the post are available from the Head Teacher at

PRIMARY EDUCATION
continued

MIDGLAMORGAN
COUNTY COUNCIL
TAIL ELY (DISTRICT)
ST. MICHAEL R.C. PRIMARY SCHOOL
Prefgrest, Pontypridd, Mid Glamorgan
Required for September, 1985 (temporary post until Easter, 1987)
Qualified teacher for infants. Sole Catholic Applicants should hold the Catholic Teachers Certificate or certain and, if successful, be prepared to sign the L.E.C. contract.
Forms of applications can be obtained on receipt of a stamped addressed envelope, from the headmaster, St. Michael's R.C. Primary School, John's Place, Treforest, Pontypridd, Mid Glamorgan to be returned to the chairman of the school governors, Mr. D. Jenkins, 'Ael-y-Bryn', Crown Hill, Glantwil Fardre, Pontypridd by not later than 26th July, 1985 (12358) 110022

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. HELEN'S R.C.J., M. & I. SCHOOL
Falcon Street, London E13 8DW
Head Teacher: Sister Mary Murtagh
Number on roll: 302 plus 60 place Nursery Unit
INFANT TEACHER SCALE 1
Required September 1985.
A qualified infant teacher. The candidate should be a practising Roman Catholic preferably holding a catholic teachers certificate. The post is suitable for a probationer teacher.
LONDON ALLOWANCE. £1,038 plus Social Priority Allowance.
Application forms (s.a.e please) available from Director of Education. Completed forms should be returned by 23rd July 1985 to Chairman of Governors, St. Helen's, Barrington Street, E13 8DD.
An Equal Opportunity Employer. (08962) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
SCARBOROUGH AREA
TRESKEWICK COUNTY PRIMARY SCHOOL
Byland Road, Whitby YO21 1AN
An enthusiastic teacher required to cover lower juniors with commitment to the broad primary curriculum, a flexible approach and good organisation of children. An interest in boy's games and science would be an advantage. New entrants welcome to apply. Scale 1
Application form (SAE please) available from the Area Education Officer, Education Office, Huntries Row, Scarborough YO11 2EQ and should be returned to the Headteacher. (08053) 110022

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
Required for September 1985. INFANT AND NURSERY TEACHERS.
Applications are sought from both probationary and experienced Infant and Nursery Teachers to fill several vacancies throughout the Borough.
The posts are on Scale 1 with Outer London Allowance. Applications from employees of the GLC and MCC with relevant experience will be welcome.
Application forms can be obtained from the Director of Educational Services, 255-235 High Road, Ilford, Essex IG1 1NN (Tel: 01-478 3020, Ext. 1923). (12109) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunities employer)
ST. ELIZABETH'S R.C. JMI SCHOOL
Queen's Road, Richmond, Surrey TW10 6HN
Tel: 01-940 3015
Required for September 1985 a part time qualified teacher for infants/juniors. The post is established, Scale 1 plus £678 Outer London Allowance.
St. Elizabeth's is a modern, well-resourced, semi-open plan school.
Previous applicants need not re-apply.
Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham, TW1 3QB returnable to the Headteacher at the school by Monday 22nd July 1985.
Applications from employees of the R.C. or Metropolitan County Council relevant experience will be welcomed. (15012) 110022

SURREY
PARSONS MEAD SCHOOL
Ashtead, Surrey KT21 2PE
Girls' Independent Day & Boarding School
G.S.B.G.S.A. & G.S.A. Member
Required for September, 1985, fully qualified teacher for 7 year old form. Full-time appointment for fixed term of one year in the first instance.
Burnham Scale. London fringe Allowance and Government superannuation. Non-residential.
Apply with c.v. and names of 2 referees to the Headmistress, at the School.
(08197) 110022

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST
ROGER ASCHAM INFANTS SCHOOL AND CHAPEL END INFANTS SCHOOL
Scale 1 teachers required.
For further information see advertisement under Nursery Scale 1. (12150) 110022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
REQUIRED FOR SEPTEMBER
CHASE LANE JUNIOR SCHOOL
York Road, London E4
Head: Mr. J. Berry
Temporary Class Teacher for 2nd year juniors to cover maternity leave.
SCALE 1 plus Outer London Allowance. Ref. P13/853.
Temporary class teacher for one term for 3rd year juniors.
SCALE 1 plus Outer London Allowance. Ref. P13/857.
Teacher for 1st year juniors in this large urban junior school. Interest in P.E. and Games an advantage.
SCALE 1 plus Outer London Allowance. Ref. P13/537.
Teacher for 1st year juniors in this large urban junior school. Interest in P.E. and Games an advantage.
SCALE 1 plus Outer London Allowance. Ref. P13/858.
HENRY MAYNARD INFANTS SCHOOL
Maynard Road, London E17
Head: Mrs. J. Walker
A teacher for the Infants classe in this large multi-racial infants school.
SCALE 1 plus Outer London and Social Priority Allowance. Ref. P33/549
Application form (and further details) for above posts available on reciept of a 9" s.a.e. from and returnable to the Head Teacher concerned. (12181) 110022

WALTHAM FOREST
ST. JOSEPH'S R.C. INFANTS SCHOOL
Marsh Lane, London E10
Head: Mrs. E. Cleary
Required for September.
A teacher from newly qualified teachers invited for a class teacher.
A practising Roman Catholic preferred.
SCALE 1 plus Outer London Allowance.
Application form (and further details) available on receipt of a 4" s.a.e. from and returnable to the Head Teacher.
Ref. P48/541. (12186) 110022

WEST SUSSEX
RE-ADVERTISEMENT
DOWLANDS COUNTY FIRST SCHOOL
Graffham, Petworth GU28 0NJ
(1 - 7 Mixed)
Enthusiastic Infant Teacher (Scale 1) required who would be interested in covering for maternity leave initially from October 1985 to June 1986.
Forms and details from Headteacher on receipt of s.a.e. (12118) 110022

WILTSHIRE
Please see display advertisement on Page 36. (10088) 110022

Middle School Education

Headships

HAMPSHIRE
COUNTY COUNCIL
COPNOR MIDDLE SCHOOL
Kent Road, Portsmouth PO3 5BZ
Required January 1986
HEADTEACHER
5.
Application forms and further details from the Area Education Officer, Civic Offices, Guildhall Square, Portsmouth PO1 2BJ. (S.A.E. please)
Closing date 23rd September 1985. (13558) 120010

Deputy Headships
Second Masters/ Mistresses

WAKEFIELD
CITY OF WAKEFIELD
METROPOLITAN BOROUGH COUNCIL
KNOTTINGLEY
FERRYBRIDGE ROUNDHILL MIDDLE SCHOOL
(9 - 13 school. (167 on roll)
Required January 1986 or sooner if possible DEPUTY HEADMASTER/MISTRESS Group 4.
Further details on request.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 4 Bond Street, Wakefield, to be returned no later than 24th July, 1985. (12139) 130012

By Subject Classification

Music

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
ST GREGORY'S R.C. SCHOOL
Bedingham Turn, Bedford MK40 9AT
Tel: Bedford 68649
Required for September 1985, a Specialist Teacher of Music, Scale 1. The Governors would particularly welcome applications from practicing Catholics.
Applications forms and further details from the Headmaster, see please. Please apply immediately. (15042) 125622

SUFFOLK
COUNTY COUNCIL
STOWE-BY-CHILAND MIDDLE SCHOOL
Stoke-by-Nayland, Colchester (Mixed Comprehensive 9 - 13) 335 on roll)
Required form September 1985 to take responsibility for Music throughout the School.
Application forms and further details available by telephone to the Headmaster at the School, to whom they should be returned as soon as possible. Tel: Colchester (0206) 263268. (08658) 123822

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON AN EQUAL OPPORTUNITY EMPLOYER
GORRINGE PARK MIDDLE SCHOOL
Sandy Lane, Mitcham, Surrey CR4 2HD
Tel: 01-648 1415
Head Teacher: Mrs. M.D. Rosewell
Age Range: 9 - 13 years
No. on Roll: 459
Required for Autumn Term, Temporary Teacher for Music throughout the school. Please state if you require part time, Scale 1 plus London Allowance.
Closing date: as soon as possible.
Application form and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addresses envelope. (08951) 125622

SUFFOLK
BEYTON MIDDLE SCHOOL
Beyton, Bury St. Edmunds (Mixed comprehensive 9 - 13: 370 on roll)
Required from September, 1985, Scale teacher of MUSIC and General Subjects.
Applications should be made direct to the Headmaster at the above school in writing or by telephone as soon as possible. (Tel: Beyton (0359) 70347). (11836) 125922

SUFFOLK
COUNTY COUNCIL
WORLINGHAM MIDDLE SCHOOL
Graden Lane, Worlingham, Beccles NR34 7BS
(9 - 13 Middle 7) 278
9 - 13. 370 pupils
Required for September 1985 TEACHER OF MUSIC (Scale 1) with an interest in inter-curricular work with other art forms. The post would be best filled by someone interested in creative music-making as well as high standards of performance. It offers ample scope for initiative and imagination.
Application forms and further details from the Head-teacher at the School concerned (SAE) to whom they should be returned. (11832) 123822

Physical Education

Scale 2 Posts and above

WAKEFIELD
CITY OF WAKEFIELD
METROPOLITAN DISTRICT COUNCIL
SOUTH KIRKBY
MOORTHORPE MIDDLE SCHOOL
(9 - 13) (201 on roll)
Required as soon as possible a Scale 2, PHYSICAL EDUCATION TEACHER suitably qualified, experienced and enthusiastic teacher to join team of teachers in the fourth year. The teacher should be able to develop physical education within the school curriculum, having a knowledge of all areas of movement studies. The successful candidate will be expected to work with senior girls in PE and have an interest in Health Education.
Application forms available (on receipt of a s.a.e.) from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned by no later than 24th July, 1985. (12143) 184820

Other than by Subject Classification

Scale 1 Posts

BERKSHIRE
ST. PETER'S C.E. (AIDED) MIDDLE SCHOOL
Crimp Hill Road, Old Windsor, Berks, SL4 2QY
NOR 320
Required for September at this 2 FE (9 - 13 Years) School, a qualified (Assistant) Teacher (Scale 1) to teach in the Upper School two of the following: Heavy Crafts, Music, Boys' P.E. and Games.
Apply immediately to the Headmaster (Tel: Windsor 62253).
NO CLOSING DATE.
An Equal Opportunity Employer. (10065) 125622

EALING
LONDON BOROUGH
EDUCATION SERVICE
BRENTSIDE MIDDLE SCHOOL
Kennedy Road, Hanwell W7 1TL
Required for September, Scale 1 general subject teacher with some ability in teaching mathematics and science and/or social studies.
£1,038 London Weighting.
Application forms (sae) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU, to be returned by 26th July. (13028) 125622

EALING
LONDON BOROUGH
Education Service
FEATHERSTONE MIDDLE SCHOOL
Featherstone Road, Southall UB2 4AG
Part time teacher required for 8 mornings per week to work as part of third year team.
Pro rata Scale 1 and £1,038 London Weighting and Social Priority payments.
Application forms (SAE) from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU to be returned by 26 July. (11803) 125622

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATION SERVICES
SCISSETT MIDDLE SCHOOL
Busker Lane, Scissett, Huddersfield HD8 9JX
(Ref 1041)
Required for September Scale 1 teacher of general subjects in the 10 to 13 Middle School. The successful candidate will be responsible for Girls PE and games.
Letters of application giving full curriculum vitae and the names of two referees to the Head Teacher at the school within 14 days of this advertisement is the press.
An equal opportunity employer. (08451) 125622

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON AN EQUAL OPPORTUNITY EMPLOYER
ST. THOMAS OF CANTERBURY R.C. MIDDLE SCHOOL
Common Side East, Mitcham, Surrey CR4 1YG
Tel: 01-648 1415
Head Teacher: Mr. T.J. Cunningham, M.A., B.A.
Age Range: 9 - 13
No. on Roll: 459
General subjects teacher. Must be a committed Catholic. Temporary but possibly permanent.
Closing date: as soon as possible.
Application form and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08953) 125622

SURREY
EDUCATION COMMITTEE
SPELTHORNE BOROUGH MIDDLE SCHOOL
Nursery Road, Sunbury-on-Thames, Middx.
Temporary Scale 1 teacher required September 1985 for the academic year. Applicants without previous interest in teaching work on first hand experience will be expected to teach French.
Further details and application forms from the Head teacher. Tel: Sunbury 82915. (15080) 125622

Secondary Education

Headships

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SHEPWAY DISTRICT
THE HARVEY GRAMMAR SCHOOL
Cheriton Road, Folkestone, Kent CT19 4JY
ESTABLISHMENT OF HEAD TEACHER
Current Roll 682
Applications are invited for the appointment of this boys' grammar school which was founded in 1674. The post is available from the beginning of the Spring Term 1986.
Application form and further details from the Divisional Education Officer, Shorncliffe Road, Folkestone, Kent CT20 2LG. Closing date for applications 26th July 1985. (17115) 130010

SHROPSHIRE EDUCATION COMMITTEE

SECONDARY HEADSHIPS

Burnham Primary and Secondary Group 5

Applications are invited for the Headship of:
Hollinswood County Middle School,
Dale Acre Way,
Hollinswood,
Telford, TF3 2EP
Available from the beginning of the Spring Term 1986.
Application forms and further particulars (send S.A.E.) from:
County Education Officer,
Education Department,
Shirehall,
Abbey Foregate,
Shrewsbury
Tel: 222515
to whom they should be returned by Monday 22nd July, 1985.
(19198)

BEXLEY
LONDON BOROUGH
Welling School.
Roll 922 Group 10 (mixed)
(6 form entry 11-16 school)

HEAD TEACHER

Applications are invited from appropriately qualified and experienced teachers for the post of Head Teacher of this School. Appointment to commence 1st January 1986.
Application forms and further details available from Chief Education Officer for Schools (T.5) Town Hall, Crayford, Kent, DA1 4EN. Closing date for applications 29th July 1985 (enclosing s.a.e.).
(18944)

METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
(Re-advertisement)
DUDLEY MIDDLE SCHOOL,
Dudley,
Cramlington.
NE23 7HT

HEADTEACHER
GROUP 6 ROLL 320

Applications are invited from suitably qualified and experienced teachers for appointment to the above post from 1st January 1986.
Application forms and further details are available on receipt of a s.a.e. from the Director of Education, Education Office, The Chase, North Shields, NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status.
North TYNESIDE

CUMBRIA COUNTY COUNCIL
SOLWAY SCHOOL SILLOTH
280 PUPILS GROUP VI
Applications are invited from suitably qualified, experienced teachers for the Headship of this 11-16 comprehensive school from 1 January, 1986.

HEADSHIP

Further particulars and application forms from:
R G Powell Esq.,
Assistant Director of Education
Union Hall, Scotch Street, WHITEHAVEN
Cumbria (S.A.E. please)
to whom completed forms should be returned by 2 August, 1985.
(19174)
Cumbria

Deputy Headships
Second Masters/ Mistresses

DEVON
Please see displayed advertisement on Page 40. (08070) 130012

Remedial and Special Needs Teaching Posts

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent BR5 2QR
Tel: 01-300 1258
Co-ed. Comprehensive. 850 on roll
Required for September 1985, for the equivalent of one full time week, a teacher for pupils with learning difficulties. The school has a department of three full-time staff who specialise in this work.
Letters of application together with curriculum vitae and the names and addresses of two referees should be sent to the Headmaster at the School by 19th July 1985 when further details will be sent. (08933) 131022

EALING
LONDON BOROUGH
Education Service
NORTHOLT HIGH SCHOOL
Rectory Lane, Northolt UB5 4HW
Required for September 1985, two entitlement teachers for Special Needs, Scale 1, in this ten form entry co-educational (12 - 18) school. Applications from keen, committed first appointment teachers will be considered.
£1,038 London Weighting.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, London W5 5SU, to be returned by 26 July. (11807) 131022

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BARNHILL SCHOOL
Barnhill Lane, Hayes, Middlesex UB4 9HH
(Number on roll: 565, 22 in sixth form)
Headteacher: J.M. Jefford, B.Sc.
Required for September 1985, for one year in the first instance either a teacher (Scale 1) to work with pupils who have learning difficulties. An interest in both some R.E. in the lower part of the school would be an advantage. Interested applicants should telephone Head Teacher on 01-845 6900 as soon as possible.
Outer London Allowance payable. (12375) 131022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WOODLANDS SCHOOL
(1100, Group 11
Applications are invited from teachers interested in remedial teaching.
Application form and further details available from Mr J.R. Waters, B.Ed., Headmaster, Woodlands School, Woodlands Road, Gillingham, Kent (s.a.e. please). (17116) 131022

SOMERSET
CHILTON TRINITY SCHOOL
Bridgwater
(11 - 16 Mixed Comprehensive, NOR 878)
For September 1985.
Teacher, Scale 1, to assist in the special needs department. The successful candidate will be expected to contribute to all aspects of the work of the department. Some class teaching in English may be required.
Applications from keen, committed, new teachers will be considered as well as from appropriately qualified teachers.
Application form and details from the Head at the School.
Closing date: 22nd July 1985. (12360) 131022

AVON COUNTY
PRIORY SCHOOL
Queen's Way, Weston-super-Mare BS22 0BP
(11 - 16 mixed comprehensive - Roll: 1050
Required for September 1985, Art teacher within the Creative Faculty who can specialise in three-dimensional materials with an emphasis on clay.
Letter of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing s.a.e.
Avon is an equal opportunities employer. (12134) 131222

BERKSHIRE
BEECHWOOD SECONDARY MIDDLE SCHOOL
Long Readings Lane, Slough SL2 1QE
NOR: 480
Required for September 1985 a teacher of Art, Scale 1.
Apply by letter with C.V. and names and addresses of two referees to the Headteacher, at the school by 19th July. (08700) 131022

By Subject Classification

Art and Design

Scale 2 Posts and above

LONDON
ST. PAUL'S R.C. (SM) SCHOOL, Hocking Rd., SE2 0XX
Tel: 311 3868
Roll 545
(Headmaster: Mr. A.E. Richardson)
Required for September 1985, Art Teacher, part-time (.4) Scale 2.
The school is well disciplined with a good academic balance situated in the pleasant residential area on the borders of London and Kent. (08454) 131220

Scale 1 Posts

AVON COUNTY
HENGROVE SCHOOL
Petherton Gardens, Bristol BS14 9BY
Required for September 1985, teacher of Ceramics within an active Art Department to work with pupils of all ages and abilities. Interests in other 3 D work and block/relief printing an advantage. Fixed term contract to August 1986.
Letter of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing s.a.e.
Avon is an equal opportunities employer. (12150) 131222

AVON COUNTY
PRIORY SCHOOL
Queen's Way, Weston-super-Mare BS22 0BP
(11 - 16 mixed comprehensive - Roll: 1050
Required for September 1985, Art teacher within the Creative Faculty who can specialise in three-dimensional materials with an emphasis on clay.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing s.a.e.
Avon is an equal opportunities employer. (12134) 131222

BERKSHIRE
BEECHWOOD SECONDARY MIDDLE SCHOOL
Long Readings Lane, Slough SL2 1QE
NOR: 480
Required for September 1985 a teacher of Art, Scale 1.
Apply by letter with C.V. and names and addresses of two referees to the Headteacher, at the school by 19th July. (08700) 131022

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WISEWOOD SCHOOL
Rural Lane, Sheffield S6 4HU
Required for September 1985 a ability to teach this subject plus English for 16plus would be a advantage.
Letters of application, including full c.v. and the names and addresses of two referees, should reach the Headteacher at the school by 19th July. (08700) 131022

By Subject Classification

Art and Design

Scale 2 Posts and above

LONDON
ST. PAUL'S R.C. (SM) SCHOOL, Hocking Rd., SE2 0XX
Tel: 311 3868
Roll 545
(Headmaster: Mr. A.E. Richardson)
Required for September 1985, Art Teacher, part-time (.4) Scale 2.
The school is well disciplined with a good academic balance situated in the pleasant residential area on the borders of London and Kent. (08454) 131220

Scale 1 Posts

AVON COUNTY
HENGROVE SCHOOL
Petherton Gardens, Bristol BS14 9BY
Required for September 1985, teacher of Ceramics within an active Art Department to work with pupils of all ages and abilities. Interests in other 3 D work and block/relief printing an advantage. Fixed term contract to August 1986.
Letter of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing s.a.e.
Avon is an equal opportunities employer. (12150) 131222

AVON COUNTY
PRIORY SCHOOL
Queen's Way, Weston-super-Mare BS22 0BP
(11 - 16 mixed comprehensive - Roll: 1050
Required for September 1985, Art teacher within the Creative Faculty who can specialise in three-dimensional materials with an emphasis on clay.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing s.a.e.
Avon is an equal opportunities employer. (12134) 131222

BERKSHIRE
BEECHWOOD SECONDARY MIDDLE SCHOOL
Long Readings Lane, Slough SL2 1QE
NOR: 480
Required for September 1985 a teacher of Art, Scale 1.
Apply by letter with C.V. and names and addresses of two referees to the Headteacher, at the school by 19th July. (08700) 131022

BRENT
LONDON BOROUGH OF BRENT
KINGSBURY & KILBURN HIGH SCHOOL
Salusbury Road NW6 6PE
Tel: 01-624 2168
(Roll: 588 - Social Priority School)
Required for September 1985 - TEACHER of ART (Scale 1) to cover a maternity absence.
Applicants wishing to offer part time will be welcome. Classes up to and including examination groups to be taught.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 14 days. (08050) 131222

BROMLEY
LONDON BOROUGH OF BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent BR5 2QR
Tel: 01-300 1258
Co-ed Comprehensive. 850 on roll
Required for September 1985, a part time qualified teacher. An ability to teach this subject plus English for 16plus would be a advantage.
Letters of application, including full c.v. and the names and addresses of two referees, should reach the Headteacher at the school by 19th July. (08700) 131022

BROMLEY
LONDON BOROUGH OF BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent BR5 2QR
Tel: 01-300 1258
Co-ed Comprehensive. 850 on roll
Required for September 1985, for one year in the first instance either a part-time teacher (Scale 1) to work with pupils who have difficulties in both some R.E. and/or Science/Mathematics in the lower part of the school would be an advantage. Interested applicants should telephone Head Teacher on 01-845 6900 as soon as possible.
Outer London Allowance payable. (12375) 131022

ENFIELD
LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Auburn Grove, London N21 3BS
Roll 1350
Required from September 1985 temporary teachor of ART - Scale 1 - to cover maternity leave.
A person capable of teaching Art to all levels is required. There are excellent Art facilities and the timetable encompasses all ranges of ability.
Applications, from employees of the G.L.C. or M.C.C. with relevant experience will be welcome.
London Allowance: £678.
Please send in the first instance a letter of application to the Headmaster with c.v. and the names of two referees. It is hoped an appointment can be made before the end of term. Closing date 22nd July 1985.
An equal opportunity employer. (11810) 131222

HILLINGDON
LONDON BOROUGH OF HILLINGDON
EVELYNS SCHOOL
Application Area,
Yiewsley, West Drayton, Middlesex UB7 8EA
(Number on roll: 706, 63 in sixth form)
Headteacher: K.E.R. Bryant, B.Sc.
A Scale 1 Art teacher is required from September 1985 in this 11 - 18 comprehensive school. Art is taught to all pupils in years 7 - 9 and as an option to CSE or 'O' level in years 10 and 11. 'A' level is taken in the Sixth Form. An interest in photography would be an advantage.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (08456) 131222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SOBINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ
(11 - 18 Secondary)
Roll 615
ART/DESIGN Scale 1
Required August, a well qualified teacher to join a Design team and able to make a contribution. If possible, to two of the following areas: Graphics, 3-Dimensional Design, Design as part of the core curriculum in Years 1 - 5. Technology and Art are options in years 4/5.
Please contact the Headteacher for further details and application forms (SAE). (17033) 131222

BROMLEY
LONDON BOROUGH OF BROMLEY
RAVENSBOURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley, Kent BR1 2SQ
Required for September, 1985, or January, 1986, a teacher of Typewriting and Clerical Studies. Scale 1.
Application forms are obtainable from the Headmistress at the school (foolscap s.a.e. please), to whom completed forms should be returned by 19th July 1985. (08943) 131222

OXFORDSHIRE
COUNTY COUNCIL
BARTHOLOMEW SCHOOL
Witney Road, Eynsham, Oxford OX8 1PU
(11 - 18 Mixed Comprehensive School, 1000 on roll)
Required for September 1985, for one year only due to an unusual teaching load, teacher of mathematics and commerce (not including Typewriting).
Application with cv and names of referees to Headmaster. (08058) 131222

OXFORDSHIRE
COUNTY COUNCIL
Equal Opportunities Employer
CHARLTON KINGS SECONDARY SCHOOL
East End Road, Charlton Kings, Cheltenham
Required for September 1985, for one year only due to an unusual teaching load, teacher of mathematics and commerce (not including Typewriting).
Application with cv and names of referees to Headmaster. (08058) 131222

OXFORDSHIRE
BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham Road, Burford OX8 4PL
(Roll 750
300 Sixth Form
Required for September 1985 a teacher of Art to share the work throughout the age and ability range with especial emphasis in pottery. Excellent facilities exist within a modern Art suite.
Previous applicants remain under consideration.
Apply in writing to the Headteacher naming two referees and enclosing curriculum vitae. SAE (17061) 131222

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SECONDARY
HUNTRODE HIGH SCHOOL
Sandringham Road, Bootle, Merseyside L20 8NY
TEACHER OF ART (in CDT/ Art Faculty) (Scale 1) required September 1985 to teach subject across the ability range in a modern Art suite.
Apply by letter to the Headteacher enclosing curriculum vitae, names and addresses of two referees and s.a.e.
Closing date - 22nd July 1985. (15054) 131222

WARWICKSHIRE
COUNTY COUNCIL
CAMPION SCHOOL
Sydenham Drive, Leamington Spa CV31 1QH
(Tel: 36133)
ART graduate required with full teaching qualifications for a part-time permanent post from September 1986 to join a well-established department teaching general art, mainly in Lower school, with specialisation in two-dimensional work in painting, drawing and printmaking.
Written applications should be sent to the Head at the school. Enclose s.a.e. (08387) 131222

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1985:
OUR LADY & ST CHAD'S RC SCHOOL
Oldfallings Lane, Wolverhampton WV10 8BL
(Headteacher - C.J. Cooper, B.Sc. M.A.)
A/T Scale 1
To teach subject to examination level. Ability to offer Computer as an option.
This is an 11 - 18 mixed comprehensive situated on the outskirts of the town.
The successful candidate will be expected to accept the Catholic Education Council form of contract.
Forms of application and further details can be obtained from the Correspondent Governor c/o the school. Completed forms to be returned to Mrs. Whitehouse, 51 Groveland Crescent, Woodhouse, Wolverhampton.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, ethnic origin or colour and encourages with disabilities who have the necessary attributes to do the job. (19130) 131222

Commercial Subjects

Scale 1 Posts

BEXLEY
LONDON BOROUGH
BEXLEYHEATH SCHOOL
Graham Road, Bexleyheath, Kent DA6 7DA
Tel: 01-303 5696
Roll 1700 Mixed
Required for September a part time teacher of Commercial subjects to join a well established commerce department offering RSA, Pitmans and GCE courses.
Please telephone the school for details. (17109) 131222

BROMLEY
LONDON BOROUGH OF BROMLEY
RAVENSBOURNE SCHOOL FOR GIRLS
Nightingale Lane, Bromley, Kent BR1 2SQ
Required for September an enthusiastic teacher of Computer Studies to lead and develop this well equipped department. Ability to offer another subject essential.
Scale Post available.
Closing date: as soon as possible.
Application forms and further particulars of the post are available from the Head Teacher at the above address, please enclose stamped addressed envelope. (08957) 132022

CAMBRIDGE
UNIVERSITY OF CAMBRIDGE
TECHNICAL OFFICER
See main advertisement under University Appointments. (15000) 132040

GLOUCESTERSHIRE
COUNTY COUNCIL
Equal Opportunities Employer
CHARLTON KINGS SECONDARY SCHOOL
East End Road, Charlton Kings, Cheltenham
Required for September 1985, for one year only due to an unusual teaching load, teacher of mathematics and commerce (not including Typewriting).
Application with cv and names of referees to Headmaster. (08058) 131222

HUMBERSIDE
EDUCATION COMMITTEE
SCUNTHORPE DIVISION
GOOLE GRAMMAR SCHOOL
Centenary Road, Goole
Head Teacher: E. Howy
No. on Roll: 1160
Required for the Autumn Term, 1985 only, temporary (Scale 1) teacher of Commerce for COMMERCIAL SUBJECTS to teach Commercial Subjects within the Faculty of Social and Commercial Studies.
Ability to teach keyboard skills and Office Practice is needed.
Application forms obtainable (foolscap s.a.e.) from the Head of the School to whom completed forms should be returned no later than 22nd July, 1985 (s.a.e. please).
Full and fair consideration will be given to all disabled applicants. (12158) 131822

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
Required for September 1985:
COLTON HILLS SCHOOL
COMMERCIAL SUBJECTS
Scale 1
Ability to teach Commerce, Office Practice and Typewriting, a necessity. Familiarity with Information Technology. Word processing desirable.
This is a purpose built comprehensive with a commitment to computer based work of good record of academic excellence.
Application forms are available from the Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please). Wolverhampton Council welcomes applications from all irrespective of sex, colour or ethnic origin, and from people with disabilities who have the necessary aptitudes to do the job. (12152) 131822

Computer Studies

Scale 2 Posts and above

CAMBRIDGE
UNIVERSITY OF CAMBRIDGE
TECHNICAL OFFICER
See main advertisement under University Appointments. (15000) 132040

SURREY
EDUCATION COMMITTEE
ABBOTSMEAD SCHOOL
Bramhall Road, Ashford, Middx.
(11 - 16 Mixed Comp. 1130 NOR
Required January 1985 or earlier if possible, Scale 2 teacher of COMPUTER STUDIES.
Full details and application forms from the Headteacher. Tel: Ashford 43824. (11863) 132020

Scale 1 Posts

AVON COUNTY
DOWNEND SCHOOL
North View, Staple Hill, Bristol BS16 5RZ
Required from 9th September 1985, teacher of Computer Studies to cover maternity leave. Post suitable for recently qualified teacher. There is established and 'A' level course. Fixed term contract to 31st December 1985.
Further details (foolscap, please), and letters of application to, the Headteacher immediately giving full c.v. and names of two referees.
Avon is an equal opportunities employer. (08115) 132022

ESSEX
ONGAR COMPREHENSIVE SCHOOL
Fyfield Road, Ongar
Tel: Ongar 363238
(Roll 980)
COMPUTER STUDIES, Scale 1
Required September, 1985, one term appointment in first instance. To be member of enthusiastic team teaching TVEI and 'A' level courses.
Apply to Headteacher (foolscap s.a.e. please). (11837) 132022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON AN EQUAL OPPORTUNITY EMPLOYER
ROWAN HIGH SCHOOL
Rowan Road, London SW16 5JF
Tel: 01-764 7179
Head Teacher: Mrs. D.G. Baugh
Age Range: 13 - 18
No. on Roll: 514
Required for September an enthusiastic teacher of Computer Studies to lead and develop this well equipped department. Ability to offer another subject essential.
Scale Post available.
Closing date: as soon as possible.
Application forms and further particulars of the post are available from the Head Teacher at the above address, please enclose stamped addressed envelope. (08957) 132022

Deputy Headships
Second Masters/ Mistresses

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BARNHILL SCHOOL
Barnhill Lane, Hayes, Middlesex UB4 9HH
(Number on roll: 565, 22 in sixth form)
Headteacher: J.M. Jefford, B.Sc.
Required for September 1985, for one year in the first instance either a teacher (Scale 1) to work with pupils who have difficulties in both some R.E. and/or Science/Mathematics in the lower part of the school would be an advantage. Interested applicants should telephone Head Teacher on 01-845 6900 as soon as possible.
Outer London Allowance payable. (12375) 131022

BROMLEY
LONDON BOROUGH OF BROMLEY
THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent BR5 2QR
Tel: 01-300 1258
Co-ed Comprehensive. 850 on roll
Required for September 1985, a part time qualified teacher. An ability to teach this subject plus English for 16plus would be a advantage.
Letters of application, including full c.v. and the names and addresses of two referees, should reach the Headteacher at the school by 19th July. (08700) 131022

ENFIELD
LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Auburn Grove, London N21 3BS
Roll 1350
Required from September 1985 temporary teachor of ART - Scale 1 - to cover maternity leave.
A person capable of teaching Art to all levels is required. There are excellent Art facilities and the timetable encompasses all ranges of ability.
Applications, from employees of the G.L.C. or M.C.C. with relevant experience will be welcome.
London Allowance: £678.
Please send in the first instance a letter of application to the Headmaster with c.v. and the names of two referees. It is hoped an appointment can be made before the end of term. Closing date 22nd July 1985.
An equal opportunity employer. (11810) 131222

HILLINGDON
LONDON BOROUGH OF HILLINGDON
EVELYNS SCHOOL
Application Area,
Yiewsley, West Drayton, Middlesex UB7 8EA
(Number on roll: 706, 63 in sixth form)
Headteacher: K.E.R. Bryant, B.Sc.
A Scale 1 Art teacher is required from September 1985 in this 11 - 18 comprehensive school. Art is taught to all pupils in years 7 - 9 and as an option to CSE or 'O' level in years 10 and 11. 'A' level is taken in the Sixth Form. An interest in photography would be an advantage.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.
Outer London Allowance Payable. (08456) 131222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SOBINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ
(11 - 18 Secondary)
Roll 615
ART/DESIGN Scale 1
Required August, a well qualified teacher to join a Design team and able to make a contribution. If possible, to two of the following areas: Gra

Craft, Design & Technology

Heads of Department

HILLINGDON
LONDON BOROUGH OF HILLINGDON

GREENWAY SCHOOL
The Greenway, Uxbridge, Middlesex UB8 2PR

(Number on roll: 800, 69 in sixth form)

Headteacher: R.C. Firth, M.A., B.Sc.

HEAD OF CRAFT, DESIGN, TECHNOLOGY
Scale 4

A qualified and experienced teacher is required to take charge of a large Department in January 1986.

Excellent workshop facilities exist in modern buildings near Brunel University. Good opportunities exist for curriculum development in Technology and liaison with local industry and the University. The successful candidate will be a teacher with a proven record of successful curriculum development and team leadership. Opportunities will exist to take part in Authority based inservice training in Technological/vocational curriculum development.

Further particulars and application forms are obtainable from the Headteacher of the School to whom they should be returned as soon as possible. Outer London Allowance payable (currently £678 p.a.). (12279) 132118

Scale 2 Posts and above

BARNET
LONDON BOROUGH
BARNET CURRICULUM CENTRE SERVICES
Bury Road, Barnet, Herts. EN5 4NP
Tel: 01-449 6691

Required January, 1986, or earlier if available, teacher of CONSTRUCTION STUDIES (Scale 2-3) to take examination work to A-level and CSE, experience of Brickwork, Painting and Decorating, Plumbing, Plastering or Carpentry essential. 4th, 5th and 6th Form pupils from Secondary Schools throughout Borough attend the Centres which are divided on two "bases".

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Apply in writing to Co-ordinator, Barnet Curriculum Centre Services, Hendon School, Golders Rise, London, NW4 with full c.v. and names of two referees. S.A.E.

Director of Educational Services. (11813) 132130

HAVERING
LONDON BOROUGH OF HAVERING
SECONDARY SUPPORT TEAM

Required for September 1985 a Scale 3 Teacher of Craft, Design and Technology to join the Borough's Secondary Support Team consisting of experienced teachers willing to undertake long term placements to cover vacancies caused by late resignations and protracted illness.

This vacancy is exempt from the Staff Committee's Redundancy Procedure.

However, applications from employees of the G.L.C. or M.C.C.'s will be relevant experience will be welcome.

Application forms and further details are available (sae please) from the Director of Education, Service (ref N.S.), Mercury House, Mercury Gardens, Romford RM1 3DR.

Closing date: 26th July, 1985. (12185) 132120

LONDON BOROUGH OF CROYDON
TECHNICAL AND VOCATIONAL EDUCATION INITIATIVE
Required for January 1986 or September 1985

TVEI – TECHNOLOGY – SCALE 4
ELECTRONICS – SCALE 4

In September 1984 TVEI was established in four Croydon High Schools and Croydon College. The Authority now wishes to continue developing the initiative by appointing two Scale 4 teachers who should be able to offer one of the following areas:

1. Technology – Modular Technology
2. Electronics – with Digital Microelectronics

These are permanent posts with the London Borough of Croydon with an initial allocation to TVEI for three years. Applicants should be able to demonstrate a high level of commitment, expertise and professional skills. The team are responsible to Croydon Director of the TVEI Project.

The successful applicants will be involved in the teaching of technology or electronics in the four TVEI schools and with simulated work experience. They will lead the delivery of curriculum innovation by providing appropriate INSET and classroom support, by developing new teaching materials. The TVEI Project's Central Team of ten teachers are based at the Davidson Centre.

For further details and an application form, contact the Director of Croydon TVEI Project, TVEI Unit, Davidson Centre, Davidson Road, Croydon CR0 6DD. Telephone: 01-664 9228.

This post is exempt from LMGSC procedures but applicatons from employees of the GLC or MCC'S with relevant experience will be welcome. (18950)

NEWHAM
LONDON BOROUGH OF NEWHAM
Destination of post (pending) lead Teacher of C.D.T. Scale 2.

Required as soon as possible. Qualified C.D.T. teachers with proven ability are required to cover long term specialist teachers' absences in the authority comprehensive schools. Placements are normally of one terms duration and some general cover will be required.

London Allowance £1,038.

Application forms (return please) available from The Director of Education to whom completed forms should be returned by 23rd July 1985. Education Office, 379-383 High Street, Stratford E15 4AD.

An Equal Opportunity Employer. (08968) 132180

NORFOLK

CROMER HIGH SCHOOL
Norwich Road, Cromer, Norfolk NR27 0EX

Group 9 all ability 11 - 16. N.O.R. 600

Required for September 1985 or as soon as possible thereafter, teacher of C.D.T. Scale 2. An experienced teacher with specialist skills in wood to be part of a team for the development of C.D. & T.

Application by letter and curriculum vitae to the Headteacher at the above as a matter of urgency. (15018) 132150

Scale 1 Posts

BERKSHIRE
BEECHWOOD SECONDARY MODERN SCHOOL
Long Readinan Lane, Slough SL2 1QE
NOR: 480

Required for September 1985, a full time teacher of C.D.T. subjects. Scale 1.

Applications with C.V. and names and addresses of two references to the Headmaster. Closing date: 19th July.

An Equal Opportunity Employer. (15047) 132122

BOLTON
METROPOLITAN BOROUGH OF WESTHOUGHTON
SCHOOL
Bolton Road, Westhoughton BL5 3BZ
(11 - 18)

SMITHILLS SCHOOL
Smithills Dean Road, Bolton BL1 6JS
(11 - 16)

CRAFT, DESIGN TECHNOLOGY (SCALE 1)

Temporary Teachers required for Jan 1986 to 31.8.1986

Application forms obtainable from Director of Education & Arts, P.O. Box 53 Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 24th July 1985. (15003) 132122

BROMLEY
LONDON BOROUGH OF BROMLEY

THE WALSINGHAM SCHOOL
Chipperfield Road, Orpington, Kent BR5 4QR

Tel: 01-300 1258

Co-ed Comprehensive, 850 on roll 11 - 18

Required for September 1985, for the equivalent of one day a week, a teacher who can make a contribution to the Art, Design and Technology faculty. One year appointment.

Full details listed under Art & Design Scale 2. (08941) 132192

DERBYSHIRE

See Derbyshire Display advert post reference A/E/172/85 Page 42.
(15040) 132122

DONCASTER
NORTHCLIFFE COMPREHENSIVE SCHOOL
Gardenia Lane, Cantley, Doncaster DN4 6JA
Tel: Harlington (0709) 864001

Required for September 1985 a teacher of Craft, Design and Technology (Scale 1). Temporary for 1 term. Ideally we are looking for someone able and willing to contribute to the teaching of CDT at all levels and to all abilities within this 11 - 16 comprehensive school.

1170 students on roll from the mining communities of Conisbrough and Denaby.

Well established Craft and Design courses in years 4 and 5 with a compulsory Creative Arts programme. Mixed ability teaching throughout the school.

A person with all round CDT teaching ability is sought and someone interested in contributing to the School's TVEI scheme in either Design and/or Control Technology would be particularly welcome.

Strong pastoral and Social Provision within the school, in addition to own residential annexe. Good support for probationary teachers.

Interested applicants please telephone the Head, David Lingard, as soon as possible. (13353) 132126

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

ROBERT SMYTH UPPER SCHOOL Burnmill Road, Market Harborough, Leics. LE16 7JG

(14 - 19 Upper)

Roll 1258

WOODWORK/DESIGN
Scale 1

Required August for one term only teacher for Woodwork and Design.

Please contact the Headteacher for further details and application forms (SAE). (17127) 132128

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

HAMILTON SCHOOL
Keyham Lane, Wanlip, Leicester LE5 1RT

(11 - 16 Secondary)

Roll 790

CRAFT DESIGN/ TECHNOLOGY SCALE 1

Required August, teacher for C.D.T. to work in multi-media Design faculty (Skilful Leicestershire Design Team).

Please contact the Headteacher for further details and application forms (SAE). (17128) 132122

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

HAMILTON SCHOOL
Keyham Lane, Wanlip, Leicester LE5 1RT

(11 - 16 Secondary)

Roll 790

CRAFT DESIGN/ TECHNOLOGY SCALE 1

Required August, teacher for C.D.T. to work in multi-media Design faculty (Skilful Leicestershire Design Team).

Please contact the Headteacher for further details and application forms (SAE). (17129) 132122

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

THE THORNS SCHOOL AND COMMUNITY COLLEGE
Off Stockwell Avenue, Quarry Bank, Brierley Hill, West Mids DY5 2NU

(Group 11)

For September, **TEACHER of CRAFT DESIGN TECHNOLOGY** (Scale 1). Ability to work in variety of media and to adopt problem-solving approach an advantage. For further details ring Brierley Hill 73419 or 78413.

Apply immediately to Headteacher enclosing c.v., and naming two referees. (13367) 132132

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middx. (Founded 1558)
Roll: 1,050

There will be a vacancy in September 1985, in this Voluntary Controlled, 11 - 18 comprehensive school for boys for a teacher of CRAFT, DESIGN AND TECHNOLOGY (Scale 1). Applicants must be able to teach some Junior Mathematics.

Applications from candidates seeking a first appointment and from employees of the G.L.C., or M.C.C.'s, with relevant experience will be welcome.

London Allowance £678. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowance.

Applications, enclosing a curriculum vitae and the names of two referees should be made by letter to the Headmaster at the school as soon as possible.

An equal opportunity employer. (08084) 132122

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaldon Road, Edgware, Middlesex HA8 6AN
Tel: 01-958 8555

A teacher of DESIGN AND TECHNOLOGY (Scale 1) according to experience) is required from September. If possible, at this 11-18 comprehensive school for students aged 11 - 16, an interest in interwoven design and links with other craft and design subjects would be an advantage. The teacher appointed will also be required to contribute to a tutorial programme of personal and social education.

Canons is committed to mixed-ability grouping and developing policies for multicultural and anti-sexist opportunities education.

Application forms and details (s.a.e.) are obtainable from the Headteacher and should be returned by 19th July 1985. Informal, preliminary visits are welcome. Outer London Allowance payable.

Now in an equal opportunity employer. (11826) 132132

KIRKLEES
METROPOLITAN COUNCIL
DIRECTOR OF EDUCATIONAL SERVICES
Reckmondwike Road, Batley
SECONDARY SCHOOL
Leeds Old Road, Heckmondwike, West Yorkshire WF16 9SS
(Ref 964)

Re-Advertisement

Required for Sept. 1985 Teacher of Craft and Design Scale 1. The appointment is permanent to the service of the Authority after successful Reckmondwike Secondary School for academic year 1985/86 to teach across the age and ability ranges. The successful candidate will be basically a metal orientated workshop but it is the ability to work with multi media materials.

The subsidiary teaching (about 25 % of the time) is set tied to a particular subject but candidates who are able to offer Mathematics will be at an advantage.

Letter of application giving full curriculum vitae and the names of 2 referees to the Head Teacher at the school as soon as possible.

An Equal Opportunity Employer. (11844) 132132

NEWHAM
LONDON BOROUGH OF NEWHAM
EAST HAM GIRLS' SCHOOL
Upton Lane, London E7 9PR
Tel: Eastham 534 6696

Number on roll: 1020

TEACHER OF DESIGN AND TECHNOLOGY Scale 1

Required: September/as soon as possible.

A Design Technology teacher is required to join a well equipped department. The person appointed will have the opportunity to contribute to the development of a broad, balanced and integrated design approach to the subject.

London Allowance £1,038.

Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 23rd July 1985. Director of Education, Education Offices, 379/383 High Street, Stratford E15 4AD.

An Equal Opportunity Employer. (12108) 132122

SANDWELL
METROPOLITAN BOROUGH COUNCIL

Required for September 1985

HEATHFIELD HIGH SCHOOL
(11 - 16 Comprehensive)

CRAFT DESIGN AND TECHNOLOGY - Scale 1
Temporary one term post

Head Teacher Wrights Lane, Cradley Heath, Warley, West Midlands

BRITANNIA HIGH
(11 - 16 Comprehensive)

CRAFT DESIGN AND TECHNOLOGY - Scale 1
Temporary one term post

Head Teacher, Britannia Road, Rowley Regis, Warley, West Midlands

Letters of application for above vacancies together with full curriculum vitae and the names and addresses of two referees, to be forwarded immediately to the Head Teacher at the school.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (11839) 132132

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
BIRKDALE HIGH SCHOOL
Wingfield Harbour Road, Southport, Merseyside PR8 2LT

TEACHER OF C.D.T. (Scale 1)

Required for September 1985 for one year to cover secondment, to teach throughout the school in the Craft Dept.

Letters of application, c.v. and names and addresses of two referees to the Headteacher enclosing curriculum vitae, names/addresses of two referees and s.a.e.

Closing Date 19th July 1985. (12058) 132122

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SECONDARY
BOOTLE HIGH SCHOOL
The Marina Way, Bootle, Merseyside L30 4TQ

TEMPORARY TEACHER OF TECHNICAL STUDIES (Scale 1)

Required for September 1985 for one year to cover secondment to teach woodwork, motor vehicle and similar courses for upper school pupils.

Application forms and further details are available on receipt of s.a.e. from the Headteacher at the school to whom completed forms should be returned. Closing Date - 2nd August 1985. (15056) 132122

STOCKPORT
METROPOLITAN BOROUGH OF STOCKPORT
Required for September 1985
TEACHER - METALWORK AND C.D.T. (Re-advertisement)
Scale 1 plus SPA. Ref: 2720
BIRKENHEAD COMMUNITY HIGH SCHOOL
Laughton Road, Brinnington, Stockport SK5 8LF
Tel: 061-480 3935

A suitably qualified and experienced teacher required.

Apply by letter direct to the Headteacher giving the names and telephone numbers of two referees by 19th July 1985.

An Equal Opportunities Employer. (08989) 132122

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
FARRINGTON SCHOOL
EASTFIELDS HIGH SCHOOL
Avenue C.D.T., Ditchburn, Surrey CR4 1SF
Tel: 01-648 6627
Acting Head Teacher: Mr. Dunham
Age Range: 13 - 18 years
No. on Roll: 438

Required for September 1985, a well qualified teacher in the Design Education Department to help and assist in the development of the curriculum. The post is part time 0.4.

Closing date: as soon as possible.

Application forms and further particulars on the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08948) 132122

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITY EMPLOYER
EASTFIELDS HIGH SCHOOL
Avenue C.D.T., Ditchburn, Surrey CR4 1SF
Tel: 01-648 6627
Acting Head Teacher: Mr. Dunham
Age Range: 13 - 18 years
No. on Roll: 438

Required for September 1985, a well qualified teacher in the Design Education Department to help and assist in the development of the curriculum. The post is part time 0.4.

Closing date: as soon as possible.

Application forms and further particulars on the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08948) 132122

WILTSHIRE
EDUCATION COMMITTEE

THE RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon, Wilts. SN4 9DR

Required for September 1985 for this 11 - 18 comprehensive school with 1240 on roll.

Two posts are vacant in the Faculty of Science and Technology, due to promotion:

A teacher of TECHNOLOGY (Scale 1). Whilst craft skills are important a candidate is sought with the understanding of and enthusiasm for the process of problem-solving by design.

A teacher of CDT Scale 1 with a particular interest in multi-skills work in pre-vocational courses, offered to 14 - 18 year olds (CG11 365 and CG11 366).

The specifications for the posts are subject to negotiation and can be combined in any suitable way.

Assistance with removal and lodging allowance in approved cases.

Apply immediately by letter to the Headteacher enclosing full C.V. and the names of two referees (08914) 132122

WILTSHIRE

BRADON FOREST SCHOOL
Reid's Piece, Purton, Swindon SN5 9BG

Head Teacher: Mr. I.R. Perkins, B.A.

11 - 16 Mixed Comprehensive School
Estimated N.O.R. September 1985 - 899

Required from September, 1985, qualified Scale 1 Craft, Design and Technology teachers. (Two posts).

Letters of application, c.v. and names and addresses of two referees to the Head Teacher of the school no later than 18th July 1985. (00083) 132122

Economics & Business Studies

Heads of Department

HERTFORDSHIRE
DURRANTS SCHOOL
Manor Way, Coopkley Green, Rickmansworth
11 - 18 mixed all ability.
Tel: Rickmansworth 773900

Required September/January, Head of Business Studies. Scale 4 plus London fringe allowance £3644. Ability to teach all or some of the following is essential: Typewriting, Shorthand (Human Speed Writing, Office Practice, Commerce, Accounts, Business Maths and Business English with Business Studies an important 6th form course.

Apply to Headmaster giving qualifications and the names of two referees with telephone numbers. (08918) 132218

Scale 2 Posts and above

BARNET
LONDON BOROUGH
BARNET CURRICULUM CENTRE SERVICES
Holders Hill Road, Hendon, London NW4 1NA
Tel: 01-203 3411

V.A. Roll: Boys 600, Girls 300

Required January, 1986, or earlier if available, qualified teacher to teach ECONOMICS to A- and S-levels of G.C.E. Ability to teach subsidiary subject an advantage. Scale 2 available for suitably experienced applicant. Inner London allowance considered.

In approved cases assistance may be given toward the payment of removal expenses and separation allowances.

Apply in writing to Head Teacher, giving full c.v. and names of two referees. S.A.E. (08077) 132090

HERTFORDSHIRE
CHESHUNT SCHOOL
Windmill Lane, Cheshunt, Herts. EN8 9AH
Head: Mr. C. R. Broomfield
11 - 18 mixed comprehensive school.
100 in Sixth Form

Required for September 1985 a teacher of Economics/Business Studies to teach throughout the school in the Economics Department. The post is a limited appointment to cover the Department until a new Head of Business Studies is appointed.

Apply to Headmaster giving qualifications and the names of two referees with telephone numbers. (08395) 132222

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

BEAUMONT LEYS
Anstey Lane, Leicester LE4 0LL

(11 - 16 Secondary)

Roll 1100

BUSINESS STUDIES Scale 1

Required August (or one year, teacher of Business Studies. To teach Business Studies and Typing in Years 4 - 6.

Please contact the Headteacher for further details and application (SAE). (17030) 132223

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
BENFIELD SCHOOL
Scotswood Road, Newcastle upon Tyne NE5 1YA

BUSINESS STUDIES (SCALE 1 POST)

Required for January 1986 or earlier if possible a suitably qualified and experienced Teacher of Business Studies. Applicants should be able to offer the following subjects to the C.S.E., O and A-level examinations: Typewriting, Word Processing, Shorthand, Office Practice, Commerce, Business Studies, Economics in the Humanities Business and Information Studies would be an advantage.

Application forms and further particulars obtainable from the Headmistress, enclosing full curriculum vitae and names and addresses of two referees by 19th July 1985. (12155) 132420

Scale 1 Posts

AVON COUNTY
NORTON HILL SCHOOL
Charlton Road, Midsomer Norton, Bath BA3 4AE
Multi 1000 mixed - 90 in 6th Form)

Required for September 1985, teacher of English able to offer subject across the whole ability range (except remedial) and to 'A' 'O' and CSE levels.

Further details from (sae please), and letters of application to, the Headteacher immediately giving full c.v. and names and addresses of two referees.

Avon is an equal opportunities employer. (12128) 132422

ENFIELD
LONDON BOROUGH OF ENFIELD
SOUTHGATE SCHOOL
Bussey Way, Barnet EN4 0SL
Roll: 1,400

Required from September 1985, for one term, temporary teacher of ECONOMICS to 'A' level in this large 6 form entry comprehensive school with a thriving sixth form.

An additional sum employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.

Apply by letter in the first instance enclosing c.v. and the names of two referees.

An equal opportunity employer. (08083) 132222

ESSEX
ST. MARK'S R.C. (V/A)
(Mixed)
Tripton Road, Harlow
Tel: Harlow 412367
(Roll 826)

ECONOMICS TEACHER, Scale 1

Required September, 1985 or soon after, full or part-time hours by arrangement.

Apply to Headteacher with c.v. Stamped addressed envelope to be enclosed by 19th July 1985. (12178) 132222

HERTFORDSHIRE
DURRANTS SCHOOL
Manor Way, Coopkley Green, Rickmansworth 773900
Tel: Rickmansworth

Required September, 1985 a teacher of Typing on the Business Studies Scale 1 plus London Fringe allowance £644. The post is a limited appointment to cover the Department until a new Head of Business Studies is appointed.

Apply to Headmaster giving qualifications and the names of two referees with telephone numbers. (08395) 132222

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

BEAUMONT LEYS
Anstey Lane, Leicester LE4 0LL

(11 - 16 Secondary)

Roll 1100

BUSINESS STUDIES Scale 1

Required August (or one year, teacher of Business Studies. To teach Business Studies and Typing in Years 4 - 6.

Please contact the Headteacher for further details and application (SAE). (17030) 132223

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
HEATON MANOR SCHOOL
Heaton Manor Road, Newcastle upon Tyne NE2 4NU

BUSINESS STUDIES (SCALE 1 POST)

Required for September, 1985, if possible, a suitably qualified and experienced teacher of Business Studies to be appointed to Scale 1 - 18 Comprehensive School.

Application forms and further particulars obtainable from the Head Teacher, Heaton Manor School, Jesmond Park West, Newcastle upon Tyne NE7 7BN (Tel: 0632 686611) to be returned by 19th July, 1985. (17024) 132222

Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcomed.

Walsall is an Equal Opportunities Employer. (17166) 132222

English

Scale 2 Posts and above

NORFOLK

AYLSHAM HIGH SCHOOL
Sir William's Lane, Aylsham, Norwich NR11 6EN

Group 9, All-ability. 11/12 - 16s

N.O.R. 780

Required for September 1985, or as soon as possible thereafter, a teacher of English, Scale 2, with responsibility for the head of department and function within the school.

Applications by letter and curriculum vitae to the Headteacher at the school as a matter of urgency. (15013) 132420

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEST HEREAD HIGH SCHOOL
Mount Pleasant Road, Wallasey, Wirral CH45 7PJ
Tel: 051-639 7821
130 girls, 11 - 16
Comprehensive

Required for 1st September 1985 or 1st January 1986.

SCALE 2 - ENGLISH. To teach to 'O' and 'A' levels.

The department teaches communication skills as part of T.V.E.I. courses. An interest in the development of Communication Studies to 'A' level would be an advantage.

Apply by letter to the Headmistress, enclosing full curriculum vitae and names and addresses of two referees by July 19th. 1985. 132420

Scale 1 Posts

AVON COUNTY
NORTON HILL SCHOOL
Charlton Road, Midsomer Norton, Bath BA3 4AE
Multi 1000 mixed - 90 in 6th Form)

Required for September 1985, teacher of English able to offer subject across the whole ability range (except remedial) and to 'A' 'O' and CSE levels.

Further details from (sae please), and letters of application to, the Headteacher immediately giving full c.v. and names and addresses of two referees.

Avon is an equal opportunities employer. (12128) 132422

BERKSHIRE
KENNETT COMPREHENSIVE SCHOOL
Newbury Lane, Thatcham, Nr Newbury
NOR: 1080

Required September 1985 teacher of English and Music. Scale 1, at this mixed 4 - 6 form comprehensive school. (6th form 320).

Apply immediately to the Headmaster c.v., names of two referees. Enquiries welcome.

An Equal Opportunity Employer. (12191) 132422

BERKSHIRE
WESTGATE SECONDARY SCHOOL
Chiltern Lane, Slough SL1 2AH

Tel: Slough 21590 and High Wycombe (01-0494) 26441

NOR: 815

Required for September 1985 a scale 1 teacher of English. Drama ability an asset in this large Secondary Modern School.

The person appointed will teach across their time in the English Department. It is hoped that the English activities will be connected with the work of the English and Drama staff.

Apply by letter enclosing c.v. giving two referees (s.a.e.).

Closing date: 28th July.

An Equal Opportunity Employer. (17011) 132422

BERKSHIRE
MAIDEN ERLEIGH SECONDARY SCHOOL
Off Silvercote Road, Earley, Reading RG6 2UB

Required September, a full-time Scale 1 teacher of English to teach all levels throughout the school.

Apply direct to the school by letter including c.v. and names and addresses of two referees.

Closing date: 19th July.

An Equal Opportunity Employer. (15046) 132422

WALSALL
METROPOLITAN BOROUGH OF WALSALL
TEACHER OF BUSINESS STUDIES
Required for September 1985. Familiarity with Word Processing and access of information Technology would be an advantage. The post is suitable for a graduate who wishes to embark on an exciting developing course in these activities and this post offers an excellent opportunity for an able and ambitious teacher.

For an application form and further details please write to Head Teacher, T.P. Riley, Community College, Walsall Road, Bloxwich, Walsall. Tel: Bloxwich 76064. Completed application forms required by return of post.

Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcomed.

Walsall is an Equal Opportunities Employer. (17166) 132222

AVON COUNTY
BROADOAK SCHOOL
Broadoak Road, Weston-super-Mare BS23 4NP

Required from 1st September 1985, well-qualified graduate teacher of English to teach range. Post requires a commitment to 'A' level teaching and an interest in recent children's literature would be advantageous.

Letter of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.

Avon is an equal opportunities employer. (13129) 132422

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
MAYESBROOK COMPREHENSIVE SCHOOL
Cannimton Road, Dagenham, Essex
(Roll 1157)

Required for September 1985: Assistant teacher of English, Scale 1 plus £1,038 per annum Inner London Allowance.

Reimbursement of removal expenses in approved cases.

Apply in writing immediately to the Headteacher giving full curriculum vitae and the names and addresses of two referees from whom possible your present employer may be sought.

An Equal opportunity employer. (17101) 132422

BEDFORDSHIRE
SOUTHERN AREA CHALLENEY BOYS' HIGH SCHOOL
Stonegate Road, Luton, Beds.

Required for 1st September 1985 a teacher of English to cover secondment or Head of Sport - Needs. Timetable includes valuable range teaching support work.

Application forms and further particulars obtainable from Director of Education & Arts, PO Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 24th July 1985. (15004) 132422

BOLTON
METROPOLITAN BOROUGH OF SMITHILLS SCHOOL
Smithills Dean Road, Bolton BL1 6JS
(11 - 16)

ENGLISH/HISTORY SCALE 1
Teacher required from 1.9.1985. Examination work available for suitable candidate.

Application forms obtainable from Director of Education & Arts, PO Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 24th July 1985. (15003) 132122

BROMLEY
LONDON BOROUGH OF BROMLEY
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PR

Required for one year from September 1, 1985 an enthusiastic English graduate to teach English throughout the school to 'O' and 'A' level. Scale 1 post. This is a former Secondary Modern School developing into a Comprehensive School (first all ability intake September 1981).

Apply by letter (no forms) including c.v. to the Headmaster at the school by 19th July 1985. (08356) 132422

BERKSHIRE
MAIDEN ERLEIGH SECONDARY SCHOOL
Off Silvercote Road, Earley, Reading RG6 2UB

Required September, a full-time Scale 1 teacher of English to teach all levels throughout the school.

Apply direct to the school by letter including c.v. and names and addresses of two referees.

Closing date: 19th July.

An Equal Opportunity Employer. (15046) 132422

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEST HEREAD HIGH SCHOOL
Mount Pleasant Road, Wallasey, Wirral CH45 7PJ
Tel: 051-639 7821
130 girls, 11 - 16
Comprehensive

Required for 1st September 1985 or 1st January 1986.

SCALE 2 - ENGLISH. To teach to 'O' and 'A' levels.

The department teaches communication skills as part of T.V.E.I. courses. An interest in the development of Communication Studies to 'A' level would be an advantage.

Apply by letter to the Headmistress, enclosing full curriculum vitae and names and addresses of two referees by July 19th. 1985. 132420

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
HEATON MANOR SCHOOL
Heaton Manor Road, Newcastle upon Tyne NE2 4NU

BUSINESS STUDIES (SCALE 1 POST)

Required for September, 1985, if possible, a suitably qualified and experienced teacher of Business Studies to be appointed to Scale 1 - 18 Comprehensive School.

Application forms and further particulars obtainable from the Head Teacher, Heaton Manor School, Jesmond Park West, Newcastle upon Tyne NE7 7BN (Tel: 0632 686611) to be returned by 19th July, 1985. (17024) 132222

Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcomed.

Walsall is an Equal Opportunities Employer. (17166) 132222

BROMLEY
LONDON BOROUGH OF BROMLEY
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PR

Required for one year from September 1, 1985 an enthusiastic English graduate to teach English throughout the school to 'O' and 'A' level. Scale 1 post. This is a former Secondary Modern School developing into a Comprehensive School (first all ability intake September 1981).

Apply by letter (no forms) including c.v. to the Headmaster at the school by 19th July 1985. (08356) 132422

SOLIHULL
EDUCATION COMMITTEE

PARK HALL SCHOOL
Warwick Drive Road, Castle Bromwich, Birmingham B36 9HF

Tel: 747 2876/748 2131

Required for September 1985 in this 11 - 18 all-ability School, a SCALE 1 **GRADUATE TEACHER OF ECONOMICS AND SOCIOLOGY/SOCIAL SCIENCE.**

Ability to teach up to 'A' level essential.

Teaching offering part-time will be considered.

Apply by letter to the Head Teacher enclosing c.v. and s.a.e. (08050) 132222

SURREY
EDUCATION COMMITTEE
EWELL HIGH SCHOOL
Chantry Lane, West Ewell, Surrey
15 - 18 Mixed Comp. 700 on roll plus 160 Sixth Form

Required September 1985, Scale 1 Teacher of ECONOMICS with BUSINESS STUDIES (commencing to examination levels.

Telephone the School for further details (01-337 5671) but meanwhile please send C.V., details of 2 referees to the Headteacher. (08583) 132222

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
OUTWOOD GRANGE SCHOOL
(11 - 18, 1,800 on roll)

Required for January 1986 a Scale 1 **TEACHER** to assist with the teaching of Sociology/Government and Politics within the Department of Economics and Social Studies. There will be the opportunity to be involved in the teaching of these subject areas to CSE and 'O' and 'A' level and a commitment to the teaching of Social and Community Studies to 4th and 5th year levels.

Application forms available on receipt of s.a.e. from Chief Education Officer, Education Department, Wakefield, Wakefield, to be returned no later than 24th July 1985. (12146) 132222

WALSALL
METROPOLITAN BOROUGH OF WALSALL
TEACHER OF BUSINESS STUDIES
Required for September 1985. Familiarity with Word Processing and access of information Technology would be an advantage. The post is suitable for a graduate who wishes to embark on an exciting developing course in these activities and this post offers an excellent opportunity for an able and ambitious teacher.

For an application form and further details please write to Head Teacher, T.P. Riley, Community College, Walsall Road, Bloxwich, Walsall. Tel: Bloxwich 76064. Completed application forms required by return of post.

Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcomed.

Walsall is an Equal Opportunities Employer. (17166) 132222

BERKSHIRE
KENNETT COMPREHENSIVE SCHOOL
Newbury Lane, Thatcham, Nr Newbury
NOR: 1080

Required September 1985 teacher of English and Music. Scale 1, at this mixed 4 - 6 form comprehensive school. (6th form 320).

Apply immediately to the Headmaster c.v., names of two referees. Enquiries welcome.

An Equal Opportunity Employer. (12191) 132422

BERKSHIRE
WESTGATE SECONDARY SCHOOL
Chiltern Lane, Slough SL1 2AH

Tel: Slough 21590 and High Wycombe (01-0494) 26441

NOR: 815

Required for September 1985 a scale 1 teacher of English. Drama ability an asset in this large Secondary Modern School.

The person appointed will teach across their time in the English Department. It is hoped that the English activities will be connected with the work of the English and Drama staff.

Apply by letter enclosing c.v. giving two referees (s.a.e.).

Closing date: 28th July.

An Equal Opportunity Employer. (17011) 132422

BERKSHIRE
MAIDEN ERLEIGH SECONDARY SCHOOL
Off Silvercote Road, Earley, Reading RG6 2UB

Required September, a full-time Scale 1 teacher of English to teach all levels throughout the school.

Apply direct to the school by letter including c.v. and names and addresses of two referees.

Closing date: 19th July.

An Equal Opportunity Employer. (15046) 132422

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEST HEREAD HIGH SCHOOL
Mount Pleasant Road, Wallasey, Wirral CH45 7PJ
Tel: 051-639 7821
130 girls, 11 - 16
Comprehensive

Required for 1st September 1985 or 1st January 1986.

SCALE 2 - ENGLISH. To teach to 'O' and 'A' levels.

The department teaches communication skills as part of T.V.E.I. courses. An interest in the development of Communication Studies to 'A' level would be an advantage.

Apply by letter to the Headmistress, enclosing full curriculum vitae and names and addresses of two referees by July 19th. 1985. 132420

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
HEATON MANOR SCHOOL
Heaton Manor Road, Newcastle upon Tyne NE2 4NU

BUSINESS STUDIES (SCALE 1 POST)

Required for September, 1985, if possible, a suitably qualified and experienced teacher of Business Studies to be appointed to Scale 1 - 18 Comprehensive School.

Application forms and further particulars obtainable from the Head Teacher, Heaton Manor School, Jesmond Park West, Newcastle upon Tyne NE7 7BN (Tel: 0632 686611) to be returned by 19th July, 1985. (17024) 132222

Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcomed.

Walsall is an Equal Opportunities Employer. (17166) 132222

BROMLEY
LONDON BOROUGH OF BROMLEY
COOPERS SCHOOL
Hawkwood Lane, Chislehurst, Kent BR7 5PR

Required for one year from September 1, 1985 an enthusiastic English graduate to teach English throughout the school to 'O' and 'A' level. Scale 1 post. This is a former Secondary Modern School developing into a Comprehensive School (first all ability intake September 1981).

Apply by letter (no forms) including c.v. to the Headmaster at the school by 19th July 1985. (08356) 132422

SECONDARY ECONOMICS & BUSINESS STUDIES
continued

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TOLWORTH GIRLS' SCHOOL
Fullers Way North, Surbiton, Surrey KT6 7LQ
Tel: 01-397 3854
No on Roll: 1016
Required for September, 1985/January, 1986 an enthusiastic teacher of BUSINESS STUDIES to join a successful and expanding department. Well established courses are offered in the Fourth to Sixth Year, and candidates for the department will be part of a T.V.E.I. scheme offering British Industrial Society and Office Technology. Pupils are prepared for 'O' and 'A' Level, R.S.A., Pitmn, R.S.A. and B.T.E.C. The successful applicant will

SECONDARY ENGLISH
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD DIVISION
SWANSCOMBE SECONDARY SCHOOL
High Street, Swanscombe, Kent
Group 8 High School
Urgently required for Autumn term only in first instance, teacher of English. Pay on Scale 2.
Applications to Headmaster with full curriculum vitae submitted and the names and addresses of two referees.

WOODLANDS SCHOOL
Roll 1100. Group 11
Applications are invited from members of English with Humanities to teach in the Lower School. English is taught to C.S.E. and 'O' level. Suitable for mature students.
Application forms and further details available from Mr. C. Peters B.Ed., Headmaster, Woodlands School, Wardlaw Road, Gillingham, Kent (s.a.e. please).

STONE DIVISION
SWADELAND SCHOOL
Lenham, Maidstone ME17 3QJ
A Group 10 Mixed High School in Attractive Rural Setting
Required September 1985, scale 1 teacher of English. Some experience of work with problematic and well qualified college leavers are welcome to apply.
SAE to Head Master for further details and application form. (17117) 132422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HASTINGS HIGH SCHOOL
St. Catherines, Birstall, Hinckley. LE3 5RQ 92E
(11 - 14 High)
Roll 821
ENGLISH Scale 1
Required August for one term teacher of English to teach the whole age and ability range.
Please contact the Headteacher for further details and application forms (SAE). (17031) 132423

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray. LE13 1DW
(14 - 18 Upper)
Roll 1490
ENGLISH Scale 1
Required August for one year to teach across the ability range.
Please contact the Headteacher for further details and application forms (SAE). (17020) 132422

LINCOLNSHIRE
DE ASTON SCHOOL
Willingham Road, Market Rasen LN8 3HF
(Rural co-ed. 11 - 18 Comp. School. Roll 1070, inc. 200 in 6th Form)
Required for one year from September 1985 a teacher of ENGLISH (Scale 1). Possibility of accommodation with free board and lodgings for teacher willing to undertake duties in the School Boarding House.
Apply by letter (with CV) to the Head as soon as possible or 'phone 0673 843415 day, evening or week-end. (17016) 132423

LINCOLNSHIRE
ASSISTANT TEACHER
GAINSBOROUGH CASTLE HILLS SECONDARY SCHOOL
BURNHAM SCALE 1
NOR 640
Required for September 1985 teacher for English. Ability to teach history also an advantage.
For forms/details send SAE to the school, The Avenue, Gainsborough DN21 1PY. Closing date 29.7.85. (17019) 132426

NORFOLK
LONG STRATTON HIGH SCHOOL
Manor Road, Long Stratton, Norwich NR15 2XH
Scale 1 Teacher of English required from September, 1985. Ability to offer History would be an advantage.
Letters of application giving full details of qualifications and experience together with the names of two referees, should be addressed, marked Headteacher, as soon as possible. (15016) 132432

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
TYNEMOUTH COLLEGE
Queen Alexandra Road, North Shields NE29 9RZ
(Roll 600)
Required for 1st September 1985.
Scale 1 TEACHER of ENGLISH to 'O' and 'A' level; applicants should be prepared able to offer temporary or part-time service will also be considered.
Applications, by letter in the first instance, should be submitted to the Principal immediately.
It is the policy of this Council to provide equal employment opportunities and encourage applications regardless of disability, sex, race or married status. (12166) 132422

OLDHAM
METROPOLITAN BOROUGH
ENGLISH TEACHER - Scale 1
GRANGE SCHOOL
Rochdale Road, Oldham OL9 6RY
Required for September 1985 at this 11 - 18 mixed comprehensive school.
Please apply by letter to the Head at the School, including full CV and names and addresses of 2 referees no later than 19th July 1985. (11847) 132422

SANDWELL
METROPOLITAN BOROUGH COUNCIL
STUART BATHURST R C HIGH SCHOOL
(11 - 18 Comprehensive)
Required for September 1985 -
ENGLISH - Scale 1.
Ability to offer some Music would be a recommendation.
Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to Clerk to the Governors, Wood Green Road, Wednesbury, West Midlands.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (11840) 132422

TAMESIDE
SOCIALISM AT WORK
TAMESIDE METROPOLITAN BOROUGH
EDUCATION DEPARTMENT
LONGDENDALE COUNTY HIGH SCHOOL
Spring Street, Off Market Street, Hollingworth, Tameside, Greater Manchester SK14 8LW
Tel: 0457 64005
SCALE 1 - ENGLISH
Applications by letter to the Headteacher at the school, in a matter of urgency. Ref: TES/24/7/85
TAMESIDE - AN EQUAL OPPORTUNITIES EMPLOYER. (08560) 132422

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF ENGLISH
(Part time C.S) Scale 1
Required September 1985.
Further details and an application form available from the Head Teacher, Willenhall Comprehensive School, Furzebank Way, Willenhall, West Midlands. Tel: Willenhall 61221.
Completed application forms to be returned as soon as possible.
Applications from employees of the L.C. and M.C.C.'s with relevant experience will be welcome.
Walsall is an Equal Opportunity Employer. (17008) 132422

Geography

Heads of Department

STAFFORDSHIRE
OUNDLE HIGH SCHOOL
Cumbria Road, Wombourne, Nr. Wolverhampton WV5 8BJ
Required for January 1986 HEAD OF GEOGRAPHY DEPARTMENT (Scale 3).
Application forms, obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Tameda Union Membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (17007) 132618

Scale 1 Posts

BROMLEY
LONDON BOROUGH OF BROMLEY
THE WALNUTS HIGH SCHOOL
Chipperfield Road, Orpington, Kent BR5 2QH
Tel: 01-300 1258
Co-ed Comprehensive. 850 on roll. 11 - 18
Required from the 3rd October 1985, a teacher of Geography. Temporary appointment for the duration of a teacher's maternity leave. Scale 1. Part-time applications will be considered.
Letters of application should be sent to the Headmaster at the School, together with curriculum vitae, the names and addresses of two referees, and a stamped addressed envelope, by 19th July 1985. Further information will then be sent. (08935) 132622

CROYDON
See Scale 1 Secondary History posts. (11851) 132622

HOUNSLOW
THE HEATHLAND SCHOOL
Wellington Road South, Hounslow, Middx
Tel: 01-572 4411
Head: Geoffrey J. Samuel, J.P., M.A., F.B.I.M., F.R.S.A.
Roll 1320 (including 6th Form of 210)
Required September, 1985 for this mixed comprehensive school which opened in 1975 and is situated on the edge of Hounslow Heath:
A Teacher of GEOGRAPHY (Scale 1).
Applications are invited from candidates with a good honours degree or DipEd, a thriving and progressive department. The department adopts a modern approach to the subject. Opportunities will exist for the successful candidate to teach throughout the age range. GCE 'O' and 'A' level and CSE are well established. The department has a strong tradition in fieldwork.
The post is for one year in the first instance but it is possible that it may become established as a permanent post thereafter.
Letters of application (on forms if without LEA), to the Head giving details of qualifications and the names of two referees.
LONDON ALLOWANCE: £6715 p.a.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (15076) 132622

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BEVERLEY DIVISION
KINGSTON HIGH SCHOOL
Pickering Road, Skirlaugh
Head: J.H. Thompson, M.A.
Required for September, 1985, in this mixed comprehensive school, a teacher of GEOGRAPHY (Scale 1) to assist with the teaching of the subject throughout the school. A willingness to help with Games and History would be appreciated.
Application forms available from the Head (s.a.e. please) should be returned by 24th July. (08394) 132622

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
TIFFIN GIRLS SCHOOL
Richmond Road, Kingston-upon-Thames, Surrey
Headmistress: Dr. A. Nicolls, M.A. (Oxon), Ph.D.
No on roll: 780 inc 180 in VIth form
Part-Time Teacher (approx ½ timetable) of GEOGRAPHY to join a dynamic and expanding department. Scale 1 plus L.A. £678 pro rata.
Apply immediately to the Headmistress, enclosing curriculum vitae and names, addresses and telephone numbers of two referees. (11864) 132622

OLDHAM
METROPOLITAN BOROUGH
HISTORY TEACHER - SCALE 1
THE RADCLYFFE SCHOOL
Hunt Lane, Cedderton, Oldham
Required for September 1985 to teach up to examination level.
A permanent post may be available for a suitable candidate.
Please apply by letter directly to the Head at the School including full CV and names and addresses of 2 referees no later than 19th July 1985. (11846) 132622

COVENTRY CITY COUNCIL
Assistant Teachers
Required September 1985 at:-
COUNDON COURT SCHOOL & COMMUNITY COLLEGE, Northbrook Rd., CV6 2AH Tel. 0203 335121 (1640 on roll)
MATHEMATICS Scale 1 to teach across the age and ability range in this lively and expanding department.
PRESIDENT KENNEDY SCHOOL & COMMUNITY COLLEGE, Rookery Lane, CV6 4GL Tel. 0203 661416 (1398 on roll)
COMMERCE & BUSINESS STUDIES Scale 1, to join an expanding department. The person appointed will also be involved in the development of C.P.V.E. courses. An interest in Computing would be an advantage.
WHITLEY ABBEY MIXED COMPREHENSIVE SCHOOL, Abbey Road, CV3 4BD Tel. 0203 302580 (1393 on roll)
FRENCH Scale 1. Enthusiastic and committed teacher required to join a lively and flourishing department to teach years 1-5.
Apply by letter together with full curriculum vitae and names and addresses of two educational referees one of whom should be present/last Head Teacher, to the Head Teacher at the school concerned within 7 days of appearance of advertisement. Enclose SAE if acknowledgement required. Canvassing disqualifies.
an equal opportunity employer

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SECONDARY
SUTHERLAND HIGH SCHOOL
Sterris Lane, Liverpool L21 0HH
TEMPORARY TEACHER OF GEOGRAPHY (Scale 1)
Required for September 1985, for one term, to teach throughout the school up to 'A' level.
Apply by letter to the Headteacher, including curriculum vitae, names/addresses of two referees and s.a.e.
Closing Date - 22nd July 1985. (13060) 132622

History

Scale 1 Posts

BARNET
LONDON BOROUGH
HENDON SCHOOL
Golders Rise, Hendon, London NW4 2HP
Tel: 01-202 9004
Co-educational
Comprehensive. Roll 1017.
Sixth Form 120
Required September, 1985, temporary qualified teacher of HISTORY (Scale 1) to cover maternity leave.
Apply in writing to Head Teacher with full C.V. and names of two referees. S.A.E. (08074) 132622

CROYDON
LONDON BOROUGH OF CROYDON
EDENHEAD HIGH (M)
Orchard Way, Shirley CR0 8SD
Tel: 01-776 0220
Tonable 1st September 1985
Required for September 1985 a Scale 1 teacher of History and English or Geography and English, with an interest in English for Children with Learning Difficulties.
Edenham is a mixed 11 - 16 Comprehensive of 1200 pupils. It is set in 20 acres of grounds and playing fields on the outskirts of Croydon.
Applicants are asked to write to Head Master with brief details.
SALARY - Burnham Scale 1 with London Area Allowance.
This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC's with relevant experience will be welcome. (11852) 132622

HERTFORDSHIRE
ROWES LYON HIGH SCHOOL
Hadyard Road, Hitchin, Herts. Group 10
Head: K.R. Guntrip
Required for September 1985, for one term only to cover a maternity leave, a teacher of HISTORY (Scale 1) to teach throughout the main school. Applicants should be able to offer History from 15th Century to modern times. This post, although temporary, would suit either an experienced teacher or a beginner. (The present temporary teacher has been accepted for a permanent position).
Letters of application, on forms, together with a C.V. and the names of two referees should be sent to the Headmaster, at the School, as soon as possible. (15070) 132622

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
MYERS GROVE SCHOOL
Wood Lane, Birchfield S6 5HG
Scale 1
Required for September 1985. Two History teachers (scale 1) to teach throughout the school. The persons appointed should have the potential for joint fourth teaching and an interest in Schools Council History.
Apply by letter with full curriculum vitae plus the names and addresses of two referees, to reach the Headteacher at the school by 19th July. (12349) 132622

SOMERSET
THE WEST SOMERSET SCHOOL
Alcombe, Minehead
13 - 18 mixed upper comprehensive school. Roll 1120
The school's catchment area includes Exmoor, the Brendon and Quantock Hills as well as the coastal areas.
For September 1985, teacher of HISTORY scale 1.
This is a temporary one year appointment in the first instance. Ability to assist with Commerce and Integrated Humanities will be recommendation.
Applications by letter to the Head of the school, as soon as possible, with full curriculum vitae and names of referees. (12368) 132622

Home Economics

Scale 1 Posts

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM DAGENHAM PRIORY COMPREHENSIVE SCHOOL
School Road, Dagenham, Essex
(Roll 759)
Required for September 1985 -
HOME ECONOMICS - A suitably qualified, enthusiastic teacher to join a department where Home Economics, Child Development and Textiles are taught. Candidates should state particular interests and experience in the subjects, and willingness to participate in Saturday and Inner London Allowances.
Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headmaster, giving full curriculum vitae and the names and addresses of two referees, one of whom should be your present or immediate past employer.
An equal opportunity employer. (09000) 132622

BARNET
LONDON BOROUGH
HIGH DOWNGATE R.C. SCHOOL
Hamden Road, Finchley, London N3 0BQ
Tel: 01-444 3211
V.A. Mixed Comprehensive.
Roll 1059. Sixth Form 175
Required September, 1985, well qualified teacher of FABRICS AND TEXTILES (Scale 1) to join small but cheerful department within Home Economics area. Person with initiative, imagination and willingness to accept responsibility required to teach across age and ability range. Up to approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (08076) 132622

BROMLEY
LONDON BOROUGH OF BROMLEY
ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, William Booth Road, Anerley, London SE20 8BG
Group 9. All ability. 11 - 17 plus
Required for September 1985, or as soon as possible thereafter, teacher of Child Care, Scale 1. Social Priority School Allowance payable.
The school runs a number of Child Care option groups in the 4th year. The ability to teach Home Economics and/or Community Care as part of the Sixth Form City & Guilds programme would be an advantage.
Application forms available from the Acting Headmaster at the school (foolscap s.a.e. please), to whom completed forms should be returned by 19th July 1985. (08938) 132622

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
HOLMFIELD HIGH SCHOOL
Holmfield Road, Holmfield, Halifax HX2 9BG
Required from August 1985, for one year only, a temporary teacher of HOME ECONOMICS (Scale 1).
Letters of application to the Headteacher by 19th July 1985 giving full details of qualifications and experience, and names and addresses of two referees. (12158) 133022

CROYDON
LONDON BOROUGH OF CROYDON
LANFRANC HIGH (M)
Mitcham Road, Croydon CR0 3AN
Tel: 01-689 1255/7
Tonable: September 1985
A teacher of Home Economics and Needlework is required, initially temporary basis from September 1985 to replace a member of staff on maternity leave. The successful candidate will be expected to teach throughout the age range. Candidates with a good honours degree in Home Economics and Needlework in the Lower School and City and Guilds 'Food Industries' 646/1 and Home Economics to C.S.E./O level in the Fourth and Fifth years. This is an 11 - 16 mixed High School. The Home Economics department works in a suite of well-appointed rooms.
Salary - Burnham Scale 1 or 2 (depending on experience) with London Area Allowance.
This post is exempt from LMGSC procedures but applications from employees of the GLC or MCC with relevant experience will be welcome.
Application forms obtainable from the Headmaster, Mr R.B. Pope, at the school, and should be completed and returned within a fortnight of the appearance of this advertisement. (17134) 133022

DERBYSHIRE
See Derbyshire Display advert post reference HW/134/35 Page 42. (15039) 133022

EAST SUSSEX
HELENSWOOD SCHOOL
The Ridge, Hastings TN34 2AF
Girls Comprehensive, 11 - 18. Roll 1100
September or January: 2 TEACHERS (Scale 1)
WHEELEWORK to teach in the Lower School. An interest in developing needlework/textile design would be welcome.
HOME ECONOMICS/CSE/NEEDLEWORK (well qualified) who will have the opportunity to teach to examination level.
Relocation grants in approved cases.
Applications in the Headteacher with c.v. and names of two referees. Details available June/July onwards. (12122) 133022

ENFIELD
LONDON BOROUGH OF ENFIELD
CHASE SCHOOL
Churchbury Lane, Enfield, Middx. EN1 3HQ
Roll: 780
Required September 1985, temporary teacher of HOME ECONOMICS (Scale 1). The successful candidate will be working with the Head of Department and the development of this subject and related subjects, in the School. The first year of the present intake in September 1985. Two new Home Economics rooms and a textiles room have been provided.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowance, £678. Application forms (large SAE) obtainable from and to the Headmaster at the School. Closing date 26th July 1985.
An equal opportunity employer. (08085) 133022

ENFIELD
LONDON BOROUGH OF ENFIELD
AYLWARD SCHOOL
Wilbury Way, London N18 1BX
Roll 1100
Required for September 1985, a part-time teacher of HOME ECONOMICS to 'O' level standard, with the Creative Arts department within the Creative Arts Faculty. The school currently offers examinable Child Development and Fashion and Textiles, is a Borough base for an M.S.C. funded TVEI/Action 16 project, and has a Borough level involved in developing the 16 - 18 Collegiate curriculum.
Applications from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
Substantial additional allowances.
Apply by letter with C.V., giving names, addresses and telephone numbers of two referees, to the Headmaster as soon as possible. Interviews will be held as soon as possible.
An equal opportunity employer. (11814) 133022

SECONDARY HOME ECONOMICS
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON
QUEENSMEAD SCHOOL
Long Lane, Ruislip, Middlesex HA4 0LS
(Number on roll: 942, 62 in sixth form)
Headteacher: R. Duggan, B.A., M.Ed.
Required for September 1985 a well qualified Scale 1 teacher of Home Economics able to teach a range of courses throughout the school. It is hoped that applicants will be able to offer some Fabric Studies teaching in the Lower School as well as Child Care and Health Education courses in the Upper School. Home Economics courses are taught throughout the age range. Candidates with a clear interest in the vocational aspect of the subject in the 14 - 18 age range will be welcome.
Queensmead is a 6th comprehensive (6 form entry) which opened in September 1985 is likely to be oversubscribed in its early years. The Home Economics Department is well resourced and currently staffed by four teachers.
Please apply immediately by letter in the first instance in the Head of the School giving full details (including date available) and stating the names and addresses of two referees.
Outer London Allowance Payable. (12280) 133022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ST. ANSELM'S R.C. 11 - 16 COMPREHENSIVE SCHOOL
(5 form entry, 11 - 18 Co-educational. Roll 820)
The Governors require a qualified teacher of Home Economics (Scale 1) for September 1985 to join two other specialists in a purpose built block of Home Economics, Child Care & Textiles rooms.
Letters of application and c.v. (2 references) to Head Teacher at the school in Old Dover Road, Canterbury, Kent CT1 3EN. S.A.E. for further details and forms. (17118) 133022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
TARTAN HIGH SCHOOL
Woodhouse Hall Road, Paddock, Huddersfield HD2 1UF (Ref 1043)
Required for September 1985 in this 11 - 16 comprehensive school of 1060 pupils a NEED-LEWORK teacher (Scale 1 plus L.A. allowance) with a Design and Craft bias. The subject is to be taught to 'O' level standard. An ability to teach Home Economics would be useful.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 22nd July 1985.
Education Officers, Education Offices, 37 Market Street, Huddersfield HD1 2HW.
An Equal Opportunity Employer. (12104) 133022

NEWHAM
LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
Prince Regent Lane, London E13 8SG
Head Teacher: J.A. McDonald
Number on roll: 1050
PART-TIME TEACHER OF HOME ECONOMICS
Required September 1985
A part-time Teacher (two days each week) is required for Home Economics/Textiles Faculty. Applicants for Design come to visit the School.
LONDON ALLOWANCE £1,038 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 22nd July 1985.
DIRECTOR OF EDUCATION
Education Offices, 370/383 High Street, Stratford E15 4RU.
An Equal Opportunity Employer. (08963) 133022

NEWHAM
LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Dinot Lane, London E7 9PR
Head Teacher: Mrs. Kaye
TEACHER OF HOME ECONOMICS
Required: as soon as possible.
A lively and enthusiastic teacher is required to teach Needlework and Cookery. The successful applicant will have the opportunity to work in well established and forward looking department which offers a wide range of courses to public examination level. Visits to the school are welcome by appointment with the Head Teacher. Preference for applicants will be considered.
London Allowance £1,038.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 22nd July 1985.
Director Education, Education Offices, 370/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (12101) 133022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
THORNHILL HIGH SCHOOL
Valley Drive, Scapegoathill, Dewsbury WF1 0HE
(Ref 1044)
Required from September 1985 approximately a temporary SCIENCE/HOME ECONOMICS in this 12 to 16 comprehensive school. The appointment is temporary to cover the maternity leave of a permanent member of staff.
Letters of application giving names of two referees to the Head Teacher at the school as soon as possible.
An equal opportunity employer. (08456) 133022

LONDON SW1
GREY COAT HOSPITAL
Greycoat Place, Westminster
Voluntary-Aided Church of England Girls' Comprehensive Mixed-Site
Roll 1100 (Sixth 180)
Required for September 1985: 2-7 teacher of Home Economics/Needlework to teach initially for one year in this Girls' School. From a neighbouring school on temporary attachment.
Tel: 828-0968 for an application form. (15004) 133022

NORFOLK
FAKENHAM HIGH SCHOOL
Wells Road, Fakenham, Norfolk NR28 9HP
Group 11. All-ability
Mixed 11 - 18. N.O.R. 1,000
Required for September 1985 or January 1986 teacher of Home Economics (Food and Nutrition) and Child Care. Scale 1.
Applications by letter and curriculum vitae to the Headteacher at the school as soon as possible. (15019) 133022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
RECTORY SCHOOL
Hanworth Road, Hampton, Middlesex TW12 3HB
(An 11 - 16 mixed comprehensive, with an approximate roll of 950)
TEACHER OF TEXTILES (Scale 1 plus Outer London Allowance)
Required for September 1985 for 2 terms due to maternity leave, to join a well established and flourishing department where Textiles is taught to all pupils (mixed ability boys and girls) in years 1 - 3; in years 4 and 5 Textiles/Art and Dress are taught to C.S.E. and G.C.E. 'O' Level standard.
Forms and further details from the Director of Education, Regal House, London Road, Twickenham, Middlesex TW1 3QB (s.a.e. please) to be returned to the Headmaster at the school by Monday, 22nd July 1985.
Applications from employees of the G.L.C. or Metropolitan County Councils with relevant experience will be welcomed. (08967) 133022

Mathematics

Scale 2 Posts and above

AVON COUNTY
THE RALPH ALLEN SCHOOL
Claverton Down Road, Bath BA2 7AL
(11 - 18 co-educational comprehensive. Roll: 700)
Required for appointment from September 1985. Maths graduate with good teaching experience to 'A' level to act as second-in-charge of Maths Department and School Computer Consultant (Scale 3). Fixed term contract during secondment of present post-holder as Advisory Teacher (Secondary Mathematics).
Further details from (see please), and letters of application to, Headteacher immediately giving full details and names and addresses of two referees.
Avon is an equal opportunities employer. (12128) 133420

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
Roll: 1460. Sixth Form 250
(Formerly Moat Mount and Orange Hill). Formed from merger of Moat Mount, Orange Hill Senior and Junior High Schools in 1984.
Required January, 1986, or earlier if available, MATHEMATICIAN (Scale 2) to teach Subject to O and A-levels. Ability to teach any of A-level Pure Mathematics, Applied Mathematics or Statistics an advantage.
In exceptional cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher for full details and names of two referees. S.A.E. (08075) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR GIRLS
Southfield Road, Tunbridge Wells TN4 9UJ
830 girls, 220 in Sixth Form
Required for September or January Mathematics graduate to teach the subject to O- and A-level with ability to teach Statistics in the A-level course. Assistance with Computer Studies to O-level would be an advantage (Scale 2).
Apply to the Headmistress at the school by letter with full C.V. and the names and addresses of two referees. (17118) 133422

WEST SUSSEX
RE-ADVERTISEMENT
MANNOUD COMMUNITY COLLEGE
School Lane, Selsey, Chichester PO20 0EH
(10 - 16 mixed comprehensive. Group 9)
Required September 1985, Scale 1 Teacher for Humanities to teach mainly in lower school. Form and details from Headmistress. S.a.e. please. (12120) 133422

BROMLEY
LONDON BOROUGH OF BROMLEY
ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, William Booth Road, Anerley, London SE20 8BG
Group 9. All ability. 11 - 17 plus
Required for September 1985, a Scale 1 Teacher for Humanities to teach mainly in lower school.
Letter of application giving two years of referees to the Headteacher. Closing date: 19th July 1985.
An Equal Opportunity Employer. (15044) 133422

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SECONDARY
CROSSENS HIGH SCHOOL
Churchtown, Southport PR9 0EH
(Group 9 - 11 - 18 mixed comprehensive)
Required for September 1985, a teacher of Home Economics & NEEDLECRAFT (Scale 1), part-time for September 1985 to share in teaching of subject throughout the school to 'O' level and CSE. Excellent facilities available.
Apply immediately by letter to the Headteacher enclosing curriculum vitae, names/addresses of two referees and s.a.e. (15057) 133022

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
Northgate Lane, Ipswich IP4 3DL
11 - 18 mixed comprehensive roll 1550
Required September 1985 TEACHER OF HOME ECONOMICS Scale 1 for a temporary appointment of one term only initially, able to teach Home Economics throughout the age and ability range to CSE level, and to teach child care and development.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Head of the school, enclosing sae for details. (11831) 133022

SURREY
EDUCATION COMMITTEE
87 TERESA'S RC COMPREHENSIVE SCHOOL
The Ridings, Sunbury-on-Thames, Middx.
Tel: Sunbury 83811
Girls 11 - 18, Boys 16 - 18, NOR 750
Required from the end of September, Scale 1 temporary teacher of HOME ECONOMICS to cover a period of maternity leave. The ability to teach the subject to 'A' level would be an advantage.
Further details and application forms from the Headteacher. (08567) 133022

NEWHAM
LONDON BOROUGH OF NEWHAM
PLASHET SCHOOL
Plashet Grove, London E6 1DX
Head Teacher: Miss H. Wilson
Number on roll: 1150 (girls)
PART-TIME TEACHER OF HOME ECONOMICS
Required October 1985
A suitably trained and enthusiastic teacher of Home Economics is required for one year to share in the teaching of subject throughout the age and ability range and have experience of Needlework to 'O' level. A part-time examination course is offered at C.S.E. and 'O' level.
London Allowance £1,038.
Application forms and further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 22nd July 1985.
Director of Education, Education Offices, 370/383 High Street, Stratford E15 4RU.
An Equal Opportunity Employer. (12104) 133022

Humanities

Scale 1 Posts

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LONGSLADE COLLEGE
Wanlip Lane, Birstall, Leicester LE4 4GH
(14 - 18 Upper)
Roll 980
HUMANITIES SCALE 1
Required for 4½ days a week for one year from September, a teacher of Humanities and English, both to C.S.E. and 'O' level, with some Drama or R.E. Sixth Form work may be available for a suitable candidate.
Applications immediately to Principal with the names of two referees. (11861) 133222

WESTBURY
WESTBURY HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6QT
Required for September 1985, teacher of Mathematics. Fixed term contract for one year. Ability to offer assistance in Science an advantage. Applicants must be prepared to act as tutor to a mixed ability group in a well-established House system.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees. Assisting Sec. Avon is an equal opportunity employer. (12333) 133422

BEDFORDSHIRE
NORTHERN AREA
SAMUEL WHITBREAD (UPPER SCHOOL)
Shefford Road, Clifton, Shefford
Tel: Hitchin 812708
Required for 1 September 1985 for two terms, temporary teacher of Science and/or Maths to 'O' level.
Application forms and further details from the Headmaster, one please. (15043) 133422

BERKSHIRE
WOODHIDE SECONDARY MODERN SCHOOL
Newbury Drive, Slough SL2 5QP
NOR: 430
Required for September 1985, a Scale 1 teacher of MATHEMATICS.
Letters of application giving two years of referees to the Headteacher. Closing date: 19th July 1985.
An Equal Opportunity Employer. (15044) 133422

BOLTON
METROPOLITAN BOROUGH OF BOLTON
GEORGE TOMLINSON SCHOOL
Springfield Road, Kearsley BL4 7LG
MATHS SCALE 1
Teacher required from 1.9.1985. Computer Studies preferably but not essential.
Application form available from Director of Education, PO Box 53, Paderborn Haus, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 24th July 1985. (13003) 133422

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks.
Headteacher: K.D. Smith, M.A. (Cantab)
Roll: 1500 boys (500 in Sixth Form)
Scale 1
Required September 1985, graduate to take a strong MATHEMATICS Department, and to teach to A/S and Open Scholarship level.
Most boys take additional Mathematics in the Fifth form, and there are at present 16 Sixth form Mathematics groups.
Assistance with removal expenses is given in approved cases.
Apply by letter in the first instance direct to the Headteacher, including full details and names and addresses of two referees. (08980) 133422

Scale 1 Posts

AVON COUNTY
PARK HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6QT
Required for September 1985, teacher of Mathematics. Fixed term contract for one year. Ability to offer assistance in Science an advantage. Applicants must be prepared to act as tutor to a mixed ability group in a well-established House system.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees. Assisting Sec. Avon is an equal opportunity employer. (12333) 133422

BEDFORDSHIRE
NORTHERN AREA
SAMUEL WHITBREAD (UPPER SCHOOL)
Shefford Road, Clifton, Shefford
Tel: Hitchin 812708
Required for 1 September 1985 for two terms, temporary teacher of Science and/or Maths to 'O' level.
Application forms and further details from the Headmaster, one please. (15043) 133422

BROMLEY
LONDON BOROUGH OF BROMLEY
ROCK HILLS SCHOOL FOR GIRLS
Anerley Road, William Booth Road, Anerley, London SE20 8BG
Group 9. All ability. 11 - 17 plus
Required for September 1985, a Scale 1 Teacher for Humanities to teach mainly in lower school.
Letter of application giving two years of referees to the Headteacher. Closing date: 19th July 1985.
An Equal Opportunity Employer. (15044) 133422

BOLTON
METROPOLITAN BOROUGH OF BOLTON
GEORGE TOMLINSON SCHOOL
Springfield Road, Kearsley BL4 7LG
MATHS SCALE 1
Teacher required from 1.9.1985. Computer Studies preferably but not essential.
Application form available from Director of Education, PO Box 53, Paderborn Haus, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 24th July 1985. (13003) 133422

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
AYLESBURY GRAMMAR SCHOOL
Walton Road, Aylesbury, Bucks.
Headteacher: K.D. Smith, M.A. (Cantab)
Roll: 1500 boys (500 in Sixth Form)
Scale 1
Required September 1985, graduate to take a strong MATHEMATICS Department, and to teach to A/S and Open Scholarship level.
Most boys take additional Mathematics in the Fifth form, and there are at present 16 Sixth form Mathematics groups.
Assistance with removal expenses is given in approved cases.
Apply by letter in the first instance direct to the Headteacher, including full details and names and addresses of two referees. (08980) 133422

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE CLARE HALL SCHOOL
Oxford Road, Hallfax HX1 2QU
Required from August 1985 a teacher of MATHEMATICS (Scale 1) for the 11 - 16 secondary modern school.

NORTH HALIFAX HIGH SCHOOL
Moorbottom Road, Illingworth, Halifax HX2 9SU
Required from August 1985 a teacher of MATHEMATICS (Scale 1) with Junior Mathematics as an advantage. Although this is a temporary post to replace a seconded teacher, a permanent appointment to the Authority will be made if the successful applicant has not completed his/her probationary year.

DERBYSHIRE
See Derbyshire Display advert post reference DS/981/43 Page 48. (15037) 133422

Opportunities with Nottinghamshire
Unless otherwise stated the following posts are required for the Autumn Term, 1985.
Please apply by letter, giving full curriculum vitae and the names and addresses of two referees, to the Head Teacher of the School concerned, as soon as possible.
Closing date 19 July, 1985.
Secondary
Scale 1 – Art
ASHFIELD COMPREHENSIVE SCHOOL,
Sutton Road, Kirkby in Ashfield, Nottingham NG17 8HP.
Mixed: 1900 (11-18)
A Teacher of Art and Design required for a large thriving Department with good record of examination success at all levels. Full details available (s.a.e.) from the School.
Scale 1 – Art (2 year appointment)
ORGREAVE HALL COMPREHENSIVE SCHOOL,
Orgreave Road, Retford, Notts. DN22 7PL.
Mixed: 820 (11-18)
An enthusiastic and enthusiastic temporary teacher is required for a 2 year appointment in a thriving Department. The Department offers a wide range of courses through to 'A' level including painting, sculpture, printmaking, textiles and photography.
Scale 1 – Boys' Physical Education
COLONEL FRANK SEELY COMPREHENSIVE SCHOOL,
Flatts Lane, Calverton, Nottingham NG14 6JZ.
Mixed: 1010 (11-18)
An enthusiastic and committed teacher is required for September or January to teach principally French with some lower school German. Full details available (s.a.e.) from the School. This is a re-advertisement.
Scale 1 – Science (1 year appointment)
NORTH BORDER COMPREHENSIVE SCHOOL
Whitehouse Road, Bircotes, Doncaster DN11 8EF.
Mixed: 777 (11-16)
A Temporary Teacher is required for a one year appointment. Ability to assist with Junior Mathematics an advantage. Although this is a temporary post to replace a seconded teacher, a permanent appointment to the Authority will be made if the successful applicant has not completed his/her probationary year.
Scale 1 – Drama
ASHFIELD

SECONDARY MATHEMATICS
continued

EALING
LONDON BOROUGH
Education service
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middx. UB5 4HW
Required for September 1985, on temporary contract, two Mathematics posts to cover absences created by maternity leave.
Scale 1 salary plus £1,038 London Weighting.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU to be returned by 25 July 1985.
(11800) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middx. (Founded 1558)
Roll: 1,010
There will be a vacancy in September 1985 for a Graduate Tutor Controlled. 11 - 18 Comprehensive for the post of TEACHER of MATHEMATICS (Scale 1) who can also offer Graphical Communications.
Applications from candidates seeking a first appointment and from employers of the G.C.E. or C.S.E. examinations relevant experience will be welcome.
London Allowance. £678. Consideration given to assistance with removal, relocation costs, temporary housing and two figures allowance.
Applications, enclosing a curriculum vitae and the names of two referees, should be made by letter to the Headmaster at the School as soon as possible.
An equal opportunity employer. (08086) 133422

ESSEX
HONEYWOOD SCHOOL
Westfield Drive, Cuggeshall
Tel: 0376 61281
(Roll 826)
MATHEMATICS, Scale 1
Required September, 1985, or soon after, well qualified graduate. Suitable post for new entrant.
Apply to Headteacher with c.v. (Hookrap s.a.e. please). (08095) 133422

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
SIR THOMAS RICH'S SCHOOL
Oakleaze, Gloucester
(520 boys)
Graduate Mathematician up to and including A level required for Autumn Term only. Computer studies desirable.
Apply by letter with CV and names of two referees to Headmaster. (08398) 133422

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
CHARLTON KINGS SECONDARY SCHOOL
East End Road, Charlton Kings, Cheltenham
Required for September, for one year only, teacher of Mathematics and some Commerce (not including Typewriting).
Application with cv and names of two referees to Headmaster. (08057) 133422

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
THE HEYWOOD SCHOOL
Cinderford
(New 11 - 16 Comprehensive, opening 1.9.1985)
Teacher of Mathematics to O and CSE level required. Scale 1. Excellent opportunity for a teacher starting a career.
Applications with CV and names, addresses and phone number of two referees to Head Designate, Mr D.B. Rast, c/o Berry Hill Secondary School, Five Acres, Coleford. Close within 7 days. (12195) 133422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUMONT LEYS
Anstey Lane, Leicester LE4 0FL
(11 - 18 Secondary)
Roll 1100
MATHEMATICS Scale 1
Required August Mathematics teacher for one year, to teach across the age and ability range. Interest in a problem solving and investigative approach an advantage.
Please contact the Headteacher for further details and application forms (SAE). (11028) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM COMMUNITY COLLEGE
Thong Lane, Gravesend DA12 4LE Grade 10
Headteacher M. Bowers, B.A.
Teacher of Mathematics Scale 1 required from 1st September 1985.
Numbers will initially be small onward in September 1986 in new purpose built accommodation and access a large private housing estate in a pleasant area on the East of Gravesend.
The school is an oversubscribed 11 - 16 mixed High school of 1070 pupils within the Thamesside Upper Secondary Education.
Thamesside School offers a wide range of CSE and GCE 'O' level courses.
Apply by letter to the Headmaster at the School by 19 July 1985.

TONBRIDGE MALLING DIVISION
THE HUGH CHRISTIE SCHOOL
Norwich Avenue, Tonbridge TN10 4QL
Group 12
Required for September 1985, a well-qualified teacher for the following vacancy within the Mathematics Department:
TEACHER OF MATHEMATICS AND COMPUTER STUDIES (Scale 1)
To teach across the whole age and ability range up to 'O' level. This post involves the opportunity of working in a large successful and outward looking department plus appeal particularly to new entrants to the profession. Computer Studies is a self-contained subject area and flexibly allied with the Mathematics Department.
Letters of application to be sent to the Headmaster, enclosing full c.v. and names and addresses of two referees. (11120) 133422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KING RICHARD III SCHOOL
Ellesmere Road, Leicester LE3 1BE
(11 - 16 Secondary)
Roll 650
MATHEMATICS Scale 1
Required August, teacher to teach throughout the school up to 'O' level. An interest in computer studies would be an advantage.
Please contact the Headteacher for further details and application forms (SAE). (11858) 133422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LEVELAND HIGH SCHOOL
Winchester Road, Countesthorpe, Leicester LE8 5PR
(11 - 14 High)
Roll 620
MATHEMATICS SCALE 1
Required August for one year keen Maths teacher to join strong department with successful programme of individual and investigations in mixed ability classes. A good opportunity for a creative caring school.
Please contact the Headteacher for further details and application forms (SAE). (11128) 133422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray, Leics. LE13 1DW
(14 - 18 Upper)
Roll 1480
MATHEMATICS SCALE 1
Required August 1985/ January 1986 to join a committed and forward-looking faculty. The successful applicant must be able to teach across the ability range throughout years 9 - 13. Ability to teach applied mathematics. Statistics to 'A' level an advantage.
Please contact the Headteacher for further details and application forms (SAE). (11130) 133422

NEWHAM
LONDON BOROUGH OF NEWHAM
WOODSIDE ROAD, LONDON E13 8SX
Head Teacher: Mr. M.J. Walton
Number on roll: 900
Designation of post: (TEMPORARY) TEACHER OF MATHEMATICS Scale 1
Required 1 September 1985.
A Temporary (one-term) post is available within this mixed, inner urban, six-form entry comprehensive school, to cover a secondment. The Teaching Programme covers mainstream Maths in years 1 - 5 (mixed ability teaching, years 1 - 3) as an interest in teaching Computer Studies would be an advantage. London Allowance £1,038 plus Social Priority Allowance.
Application forms/further particulars (s.a.e.) are available from The Teacher to whom completed forms should be returned by 23rd July 1985. Direct Education, Education Offices, 378/382 High Street, North, Manor Park, London E12 6SA. (Newham is an Equal Opportunity employer. 108965) 133422

NORTH YORKSHIRE
COUNTY COUNCIL
WHITBY SCHOOL
Prospect Hill, Whitby YO21 1LA
Comprehensive, mixed 14 - 18. 960 pupils - 260 in Sixth Form
Required for January 1986, or earlier if possible, teacher of MATHEMATICS (Scale 1 permanent post) to join a strong department offering courses in Maths and Statistics at all levels up to University entrance. The successful candidate will be required to assist with Computer Studies within the TVEI scheme.
Application by letter with curriculum vitae and the names and addresses of two referees (s.a.e. please) to the Headmaster who will supply further details on request. (15022) 133422

ROTHERHAM
METROPOLITAN COUNCIL
Rotherham is an equal opportunities employer
RAWMARSH COMPREHENSIVE SCHOOL
11 - 16 Mixed. Approx. 1100 on roll
Required for 2nd September, 1985, TEMPORARY ASSISTANT TEACHER - SCALE 1, S.P.A. Temporary Teacher for Mathematics to cover maternity leave and teach across the full age and ability range. Closing Date: As soon as possible.
Curriculum Vitae and details of two referees, for reference to the Head Teacher of the School, Monkwood Road, Rawmarsh, Rotherham S62 7ET. Interested candidates are advised to telephone Rotherham 28679 for further information.
G. Crane, Director of Personnel Resources. (12107) 133422

SOMERSET
COUNTY COUNCIL
ST GUNSTAN'S SCHOOL
Glastonbury
(11 - 16 Mixed Comprehensive, NOR 580)
For September 1985 TEACHER OF MATHEMATICS, SCALE 1, with technical drawing.
Apply by letter to the Head at the school immediately with full curriculum vitae and addresses of two referees. (13350) 133422

SUFFOLK
COUNTY COUNCIL
MAYFLOWER HIGH SCHOOL
Castleton Way, Eye IP23 7LL
11 - 16: 540 pupils Required for September 1985, Teacher of Mathematics, Scale 1. Help with graphic communication an advantage.
Application forms and further details available from the Headteacher at the School concerned (s.a.e.) to whom they should be returned. (11829) 133422

SUFFOLK
COUNTY COUNCIL
STOKE HIGH SCHOOL
Marshall Approach, Ipswich IP2 8SB
11 - 16 mixed comprehensive roll 988
Required September 1985: TEACHER OF MATHEMATICS (Scale 1) to teach the full range of ages and abilities including examination work. The school has excellent computer facilities and established in-service training courses for staff on computers, and interest in this area would be an advantage. Initially a temporary appointment or one term only.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Head at the school, or Tel: Ipswich 680252. (11934) 133422

SURREY
EDUCATION COMMITTEE
BROOMRIGG SCHOOL
Longmead Road, Epsom, Surrey
Required September 1985: Scale 1 teacher of MATHEMATICS to cover a period of maternity leave.
Further details and application forms from the Headteacher's PA. Tel: Epsom 40288. (13084) 133422

SOUTH GLAMORGAN COUNTY COUNCIL
Required for September 1985
CANTONIAN HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE)
6 FORM ENTRY
MATHEMATICS : SCALE I
To teach Mathematics to all abilities up to C.S.E. level. This is a temporary part-time (three quarter time) post for one term.
CATHAYS HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE)
5 FORM ENTRY
WELSH : SCALE I
A suitably qualified person to teach Form One for two or three mornings a week, or other times by negotiation. This is a part-time vacancy for five hours a week, temporary for one year.
FITZALAN HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE)
10 FORM ENTRY
RELIGIOUS EDUCATION : SCALE I
An enthusiastic teacher of R.E. required to teach all ages and abilities up to 'A' level. Temporary for one year.
STANWELL COMPREHENSIVE SCHOOL, PENARTH (11-18)
6 FORM ENTRY
COMMERCE : SCALE I
Temporary appointment for one term, to teach Office Practice and Typewriting.
ST TEILO'S C/W HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE)
5 FORM ENTRY
GIRLS P.E. AND GEOGRAPHY : SCALE I (Part-Time)
...orary part-time teacher for one year to teach Girls' P.E. and Geography. ...l hours per week to be arranged.
...ined on receipt of a stamped addressed ...pector of Education, Education Offices, ...hom applications should be returned ...of the advertisement.
(18200)

SURREY
EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Clifford, Middx. Guildford
SCALE 1 TEACHER BOYS P.E. AND MATHS
See under 'Secondary - P.E.' (Scale 1). (11866)

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
FEATHERSTONE HIGH SCHOOL
(13 - 16; (580 on roll)
Required for September 1985 a TEACHER OF Mathematics with responsibility for 'O' level. Opportunity to teach 'O' level only. Any for one year only. Application forms available from Chief Education Officer, Education Department, 6 Bond Street, Wakefield, to be returned no later than 24th July, 1985. (12144) 133422

WEST SUSSEX
WEALD COMMUNITY COLLEGE
Station Road, Billingshurst, West Sussex RH14 9RY
11 - 18. Mixed Rural Comp. NOR 1530
Required 1985 or as soon as possible thereafter, a teacher of Mathematics (Scale 1) capable teaching to 'A' level, to take a successful and progressive department. Microcomputers and practical investigative work are being introduced into the maths taught in the school.
Temporary appointment for approved cases.
Form and details from Head, s.a.e. please. (12351) 133422

WEST SUSSEX
RE-ADVERTISEMENT
MANWOOD COMMUNITY COLLEGE
School Lane, Selsey, Chichester PO20 9EH
(10 - 16 mixed Comprehensive, Group 9)
Required September 1985 or January 1986, Scale 1 Teacher of Mathematics to teach across the age and ability range.
Form and details from Headmistress, please, s.a.e. (13119) 133422

Modern Languages

Scale 2 Posts and above

ESSEX
THURSTABLE SCHOOL
Maypole Road, Tiptree, Colchester
(Roll 1140; 11 - 18)
Tel: 0621 815926
TEACHER I/C FRENCH, Scale 2
Lively person for all French teaching. German is that language. French taught to one group/year second to sixth.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (08098) 133622

Scale 1 Posts

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS16 6GT
Required for September 1985, teacher of French and German on fixed term contract for one year. Competence to teach both subjects to 'A' level desirable. Applicants must be prepared to act as tutor to a mixed ability group in a well-established House system.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (11313) 133622

BARNET
LONDON BOROUGH OF COPTHALL SCHOOL
Pegs Street, Mill Hill, London NW7 2SP
Tel: 01-959 1857
Girls' Comprehensive, Roll 1083. Sixth Form: 159
Required September, 1985, if available, part-time teacher of FRENCH (Scale 1) to share in work of large department. Up to three days a week, sessions by arrangement.
Apply in writing to Head Teacher as soon as possible with full c.v. and names of two referees. S.A.E. (08078) 133622

BEDFORDSHIRE
SOUTHERN AREA
LEALANDS HIGH SCHOOL
Sundon Park Road, Luton, Beds.
Headmaster: Mr. R. Ellis, M.A.
Required for September 1985, a teacher of French and German to teach to C.S.E. and 'O' level.
Application forms and further particulars available from and returnable to the Headteacher at the above address please. (12367)

DERBYSHIRE
See Derbyshire Display advert (next reference A17 Page 42. (18041) 133622

ESSEX
GRAYS SCHOOL
Mathony Road, Grays RM17 5LL
(Roll Grays Thurrock (0375) 71361 (RO 900 : 11 - 16 Mixed Comprehensive)
GERMANIST - Scale 1 (SP and London Fringe payment)
Required September, for a term only to cover secondment. Some French experience. Good Grade. Test experience.
Removal expenses in approved cases.
Apply immediately by telephone. Headteacher on Stanford-le-Hope (0375) 640480.

ST. THOMAS MORE HIGH SCHOOL FOR BOYS
Kenilworth Gardens, Westcliff-on-Sea SS0 0BW
Tel: Southend-on-Sea 34493
(Roll 580)
ASSISTANT TEACHER OF FRENCH, Scale 1
To start September or January. Ability to teach some German also boys' P.E. Practising Catholic preferred.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (08092) 133622

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middx. HA1 2XU
Tel: 01-427 3566
Graduate to teach French and German with French and/or Spanish required for September 1985 at Scale 1 - 16 Boys' Comprehensive High School. French, German and Spanish are taught up to 'O' Level and CSE. Scale 2 post available for suitable candidate.
Application forms from and to be returned to the Headteacher by 24th July 1985.
Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (11820) 133622

HARROW
EDUCATION COMMITTEE
CANONS HIGH SCHOOL
Shaftesbury Avenue, Middlesex HA8 6AN
Tel: 01-952 8308
A temporary teacher of MODERN LANGUAGES Scale 1 required for one term from September. The successful candidate will be able to teach French to O-Level and also Spanish. A contribution to a tutorial programme of personal and social education will also be required.
Canons is committed to mixed-ability grouping and to developing policies for multi-cultural and equal opportunities education.
Please apply by letter including curriculum vitae to the Headteacher, as soon as possible. Informal visits to the School are welcome. Outer London payable.
Harrow is an equal opportunity employer. (11941) 133622

HARROW
EDUCATION COMMITTEE
KENTLEY WOOD HIGH SCHOOL
Bridges Road, Stanmore, Middx. HA7 3NA
Tel: 954 2663
Required for September, part-time (up to .5) temporary (1 term initially) teachers of German and/or lower school Music. The school is a comprehensive for 730 girls aged 12 to 18 with very good facilities and a tradition of success.
Apply by letter, enclosing C.V. and names of two referees.
Application forms from and to be returned to the Headteacher as soon as possible. Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (11827) 133622

SECONDARY LANAGUAGES
continued

MERTON
LONDON BOROUGH OF MERTON
MERTON'S AN EQUAL OPPORTUNITY EMPLOYER
Oricle High School
Lillishall Road, Morden, Surrey SM4 4QQ
Tel: 01-644 4900
Head Teacher: Mrs. Stoker
Age Range: 13 - 16
No. on Roll: 1100
Temporary Modern Languages Teacher, with responsibility for German, September 1985 to Easter 1986.
Closing date possible.
Application forms (s.a.e. please) available from The Headteacher to whom completed forms should be returned by 23rd July 1985.
Interviews will be held on 29th July 1985.
Education Offices, 11th Floor, Civic Centre, High Street, Straford E15 4RU.
Equal Opportunity Employer. (08863) 133622

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON'S AN EQUAL OPPORTUNITY EMPLOYER
Rowan Road, London SW16 5JT
Tel: 01-764 7178
Head Teacher: Mrs. Hall
Age Range: 13 - 18
No. on Roll: 1514
Required September 1985 to teach German to O-level and CSE.
Closing date: possible.
Application forms and further particulars available from the Headteacher at the above address please enclose addressed envelope. (08858) 133622

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SECONDARY
CHESTERFIELD HIGH SCHOOL
Chesterfield Road, Liverpool L23 9YB
TEACHER OF HOME ECONOMICS
NEEDLECRAFT (Scale 1)
Required for September 1985 to share in teaching of subject and Design, Appliances and Craft the School.
Available. ALLOWANCE (Inner London Social Priority Allowance).
Application forms (s.a.e. please) available from The Headteacher to whom completed forms should be returned by 23rd July 1985.
Interviews will be held on 29th July 1985.
Education Offices, 11th Floor, Civic Centre, High Street, Straford E15 4RU.
Equal Opportunity Employer. (08863) 133622

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
Bidwell Road, Ipswich IP4 3DL
(11 - 18 mixed comprehensive roll 1550
Required September 1985 TEACHER OF HOME ECONOMICS Scale 1 for a temporary appointment of one term only initially, able to teach Home Economics across the age and ability range to CSE level, and to teach child care and development.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Head at the school, enclosing sae for details. (11831) 133622

SURREY
EDUCATION COMMITTEE
ST TERESA'S RC
EFFINGHAM SCHOOL
The Ridings, Sunbury-on-Thames, Middx.
Tel: Sunbury 83811
(Scale 11 - 18, Boys 16 - 18, NOR 550
Required from the end of September, Scale 1 temporary teacher of HOME ECONOMICS to cover a period of maternity leave. The ability to teach 'A' level would be an advantage.
Further details and application forms from the Headteacher. (08697) 133622

Humanities

Scale 1 Posts

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LONGSLADE COLLEGE
Wanlip Lane, Birstall, Leicester LE4 4GH
(14 - 18 Upper)
Roll 980
HUMANITIES SCALE 1
Required for 4½ days a week for one year from September, a teacher of Humanities and English, leading to C.S.E. and 'O' level, with some Drama or R.E. Sixth Form work may be available for a suitable candidate.
Applications immediately to Principal with the names of two referees. (11861) 133232

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR GIRLS
Southfield Road, Tunbridge Wells TN4 9DU
630 girls, 330 in Sixth Form
Required for September or January a Mathematics graduate to teach the subject to O- and A-level with ability to teach Statistics in the A-level courses. Assistance with computer studies to O-level would be an advantage (Scale 2).
Apply to the Headmistress at the school by letter with full C.V. and the names and addresses of two referees. (11719) 133420

WEST SUSSEX
RE-ADVERTISEMENT
PUBLISHED WITHOUT COMMUNITY COLLEGE
Selsey, Chichester PO20 9EH
(10 - 16 mixed comprehensive, Group 9)
Required for September 1985 to share in teaching of subject and CSE. Excellent facilities available.
Apply immediately by letter to the Headteacher enclosing curriculum vitae, names/addresses of two referees and s.a.e. (13057) 133022

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
Bidwell Road, Ipswich IP4 3DL
(11 - 18 mixed comprehensive roll 1550
Required September 1985 TEACHER OF HOME ECONOMICS Scale 1 for a temporary appointment of one term only initially, able to teach Home Economics across the age and ability range to CSE level, and to teach child care and development.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Head at the school, enclosing sae for details. (11831) 133022

SURREY
EDUCATION COMMITTEE
ST TERESA'S RC
EFFINGHAM SCHOOL
The Ridings, Sunbury-on-Thames, Middx.
Tel: Sunbury 83811
(Scale 11 - 18, Boys 16 - 18, NOR 550
Required from the end of September, Scale 1 temporary teacher of HOME ECONOMICS to cover a period of maternity leave. The ability to teach 'A' level would be an advantage.
Further details and application forms from the Headteacher. (08697) 133022

Mathematics

Scale 2 Posts and above

AVON COUNTY
TILE RALPH ALLEN SCHOOL
Claverton Down Road, Bath BA2 7AX
(11 - 18 co-educational comprehensive, Roll: 700)
Required for one year from September 1985, Maths graduate with special training experience to 'A' level to act as second-in-charge of Maths Department and School Computer Consultant. Scale 2/3 (Temporary contract during secondment of present post-holder as Advisory Teacher (Secondmen's Mathematics).
Further details from (see please), and letters of application to, the Headteacher immediately giving full c.v. and names and addresses of two referees.
Avon is an equal opportunities employer. (13128) 133420

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
Roll: 1400 + in Form 250 (Formerly Mount Mount and Orange Hill), formed from merger of Mount Mount, Orange Hill Senior and Junior High Schools in 1984.
Required January, 1986, or earlier if available, TEACHER OF MATICIAN (Scale 2) to teach subject to O and A-levels. Ability to teach any of A-level Pure Mathematics or Statistics an advantage.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply by letter to Head Teacher with full c.v. and names of two referees. (08075) 133420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TUNBRIDGE WELLS GRAMMAR SCHOOL FOR GIRLS
Southfield Road, Tunbridge Wells TN4 9DU
630 girls, 330 in Sixth Form
Required for September or January a Mathematics graduate to teach the subject to O- and A-level with ability to teach Statistics in the A-level courses. Assistance with computer studies to O-level would be an advantage (Scale 2).
Apply to the Headmistress at the school by letter with full C.V. and the names and addresses of two referees. (11719) 133420

WEST SUSSEX
RE-ADVERTISEMENT
PUBLISHED WITHOUT COMMUNITY COLLEGE
Selsey, Chichester PO20 9EH
(10 - 16 mixed comprehensive, Group 9)
Required for September 1985 to share in teaching of subject and CSE. Excellent facilities available.
Apply immediately by letter to the Headteacher enclosing curriculum vitae, names/addresses of two referees and s.a.e. (13057) 133022

BERKSHIRE
WOODHYDE SECONDARY MAINTAINED COMMUNITY SCHOOL
Norway Drive, Slough SL2 3QW
NOR: 430
Required for September 1985, Scale 1, teacher of Mathematics.
Letter of application giving two names of referees to the Headteacher. Closing date: 29th July.
An Equal Opportunity Employer. (13044) 133422

BOLTON
METROPOLITAN BOROUGH COUNCIL
SOUTHLEIGH SCHOOL
Southleigh Road, Kearsley BL4 8HY
(11 - 16)
MATHS SCALE 1
Teacher required from 1.9.1985. Computer Studies preferably but not essential.
Application form available from Director of Education & Arts, PO Box 53, Paderborn House, Civic Centre, Bolton BL1 1JW to be returned to Head Teacher by 19th July 1985. (13003) 133422

BROMLEY
LONDON BOROUGH OF BROMLEY
ROCK HILLS SCHOOL FOR GIRLS
Cheslerfield Road, Liverpool L23 9YB
Group 9; All ability. 11 - 17
Required for September 1985 or January 1986, Teacher of Mathematics (Scale 3 - Ability Related Salary) School Allowance payable.
Well qualified teacher of Mathematics to teach to the full age and ability range, to be second in the department. Pupils are encouraged to obtain some qualification in mathematics and a variety of courses is offered. There is a 6th Sixth form with a neighbourhood boys school. The school is well equipped with computers and has developed some expertise in this field. Ability to teach Computer Studies an advantage.
Application form available from the Acting Headmaster at the school (s.a.e. please), to whom completed forms should be returned by 19th July 1985. (08937) 133420

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
WEATHERHEAD HIGH SCHOOL
Mount Pleasant Road, Wellaway LA3 5HX
Tel: 051 648 7861
1300 girls, 11 - 18
Comprehensive
Required for 1st September, 1985 or 1986
SCALE 3 - MATHEMATICS.
To teach to and 'A' levels including 'A' level Mechanics. The school is part of the Wirral T.V.E.I. scheme and the successful candidate will be expected to play a part in the development of new courses.
Apply by letter the Headmistress, enclosing full curriculum vitae and names and addresses of two referees by July 19th, 1985. (12156) 133420

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
Roll: 1400 + in Form 250 (Formerly Mount Mount and Orange Hill), formed from merger of Mount Mount, Orange Hill Senior and Junior High Schools in 1984.
Required January, 1986, or earlier if available, TEACHER OF MATICIAN (Scale 2) to teach subject to O and A-levels. Ability to teach any of A-level Pure Mathematics or Statistics an advantage.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply by letter to Head Teacher with full c.v. and names of two referees. (08075) 133420

BEDFORDSHIRE
NORTHERN AREA
DAVID WHITEHEAD UPPER SCHOOL
Shefford Road, Clifton, Shefford
Tel: Hitchin 812788
Required for 1 September 1985 for two terms, temporary teacher of Science and/or Maths to 'O' level.
Application forms and further details from the Headmaster, see please. (13043) 133422

DERBYSHIRE
See Derbyshire Display advert (next reference D&/ 28/33 Page 42. (13037) 133422

Scale 1 Posts

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS16 6GT
Required for September 1985, teacher of Mathematics. Fixed term contract for one year. Ability to offer at least one 'A' level subject. Applicants must be prepared to act as tutor to a mixed ability group in a well-established House system.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (11313) 133622

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
THE CLARE HALL SCHOOL
Oxford Road, Halifax HX1 2QU
Required from August 1985 a teacher of MATHEMATICS (Scale 1) for this 11 - 16 secondary modern school.

NORTH HALIFAX HIGH SCHOOL
Moorbotton Road, Illingworth, Halifax HX2 9SU
Required from August 1985 a teacher of MATHEMATICS (Scale 1) with ability to teach at 'A' level in the 11 - 18 grammar school.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees.
Avon is an equal opportunity employer. (12354) 133422

BEDFORDSHIRE
NORTHERN AREA
DAVID WHITEHEAD UPPER SCHOOL
Shefford Road, Clifton, Shefford
Tel: Hitchin 812788
Required for 1 September 1985 for two terms, temporary teacher of Science and/or Maths to 'O' level.
Application forms and further details from the Headmaster, see please. (13043) 133422

DERBYSHIRE
See Derbyshire Display advert (next reference D&/ 28/33 Page 42. (13037) 133422

SECONDARY MATHEMATICS
continued

EALING
LONDON BOROUGH
Education Service
NORTHOLT HIGH SCHOOL
Eastcote Lane, Northolt, Middx. UB5 4JW
Required for September 1985, an temporary basis, Mathematics teachers to cover absences created by maternity leave.
Scale 1 salary plus £1,038 London Weighting.
Application forms (SAE) from Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing, W5 5SU to be returned by 26 July 1985. (11804) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD GRAMMAR SCHOOL
Market Place, Enfield, Middx. (Founded 1558)
Tel: 01-363 6116
There will be a vacancy in September 1986 in this Voluntary Controlled, 11 - 18 Comprehensive school for boys for a teacher of MATHEMATICS (Scale 1) who can also offer Graphical Communication.
Applications from candidates seeking a first appointment and from employees of the G.L.C., or N.C.C. with relevant experience will be welcome.
London Allowance, £678. Consideration given to assistance with removal, relocation costs, temporary housing and two more allowances.
Applications, enclosing a curriculum vitae and the names of two referees, may be made by letter to the Headmaster at the School as soon as possible.
An equal opportunity employer. (08086) 133422

ESSEX
HONEYWOOD SCHOOL
Westfield Drive, Coggeshall
Tel: 0376 61831
(ROLL 580 plus)
TEACHER OF MATHS. Scale 1
Required for September, qualified teacher. Excellent facilities, including new maths suite plus computer workshop.
C.V. to Headteacher as soon as possible (foolscap s.a.e. please).

MAYFLOWER SCHOOL
Stock Road, Billericay
Tel: Billericay 3171
(Roll 1500)
MATHEMATICS. Scale 1
Mixed 11 - 18 comp. school on site with modern buildings and attractive environment. Required for September, graduate to teach to CSE, 'O' and 'A' level, within lively, interesting department.
Further details and application form from Headteacher (foolscap s.a.e. please).

ST. MARK & CATHAY SCHOOL
Tiptree Road, Harlow
Tel: Harlow 51367
(Roll 826)
MATHEMATICS, Scale 1
Required September, 1985, or soon after, well qualified graduate. Suitable post for new entrant.
Apply to Headteacher with cv, (foolscap s.a.e. please).

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employers)
SIR THOMAS RICH'S SCHOOL
Oakleaze, Gloucester
(500 boys)
Graduate Mathematician up to and including A level required for Autumn Term only. Computer studies desirable.
Apply by letter with CV and names of two referees to Headmaster. (08298) 133432

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employers)
CHASE HIGH SCHOOL
SECONDARY SCHOOL
East End Road, Charlton Kings, Cheltenham
Required for September, for one year only, teacher of Mathematics and some Commerce (not including typewriting).
Application with cv and names of two referees to Headmaster. (08037) 133422

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employers)
THE NEWLAND SCHOOL
Cinderford
(Now 11 - 16 Comprehensive, opening 1.9.1985)
Teacher of Mathematics to O and CSE level required. Scale 1. Excellent opportunity for a teacher starting a career.
Applications with cv and names, addresses and phone number of two referees to Head Designate, Mr. D.G. Bate, Berry Hill Secondary School, Five Acres, Coleford, Glos, within 7 days. (12195) 133422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUMONT LEYS
Anstey Lane, Leicester LE4 0FL
(11 - 19 Secondary)
Roll 1100
MATHEMATICS Scale 1
Required August for one year, to teach across the age and ability range. Interest in a problem solving and investigative approach an advantage.
Please contact the Headteacher for further details and application forms (SAE). (12052) 133432

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend DA12 2ABE Tel: 0474 64211
Headmaster: M. Bowers, B.A.
Teacher of Mathematics Scale 1 required full time at September 1985. Thamesview School opened in September 1984 in new purpose built accommodation and serves urban private housing estate in a pleasant area on the Isle of Grain. The school is an oversubscribed 11 - 17 mixed high school of 1070 children within the Thames-side system of secondary education. Thamesview School offers a wide range of CSE and GCE 'O' level courses.
Apply by letter to the Headmaster at the School by 19 July 1985.

TONBRIDGE MALLING DIVISION
THE HUGH CHRISTIE SCHOOL
Norwich Avenue, Tonbridge TN10 4HE
Group 12
Required for September 1985, well-qualified teacher for the following vacancy within the Mathematics Department:
TEACHER OF MATHEMATICS AND COMPUTER STUDIES (Scale 1)
To teach across the whole age and ability range in this 'O' level. This post offers the opportunity to join a large successful and outward looking faculty. The successful applicant particularly to new entrants to the profession, for Computer Studies in a self-contained subject unit working with the Mathematics Department.
Letters of application to be sent to the Headmaster, enclosing full c.v., and names and addresses of two referees. (17120) 133428

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KING RICHARD III SCHOOL
Ellesmere Road, Leicester LE3 1BE
(11 - 16 Secondary)
Roll 650
MATHEMATICS Scale 1
Required August, teacher to teach throughout the school up to 'O' level. An interest in computer studies would be an advantage.
Please contact the Headteacher for further details and application forms (SAE). (11858) 133428

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LEVELAND HIGH SCHOOL
Winchester Road, Countesthorpe, Leicester LE8 3PR
(11 - 14 High)
Roll 620
MATHEMATICS SCALE 1
Required August for one year, to teach Maths 1 teacher to join strong department with successful programme of individual and investigations in mixed ability classes in good opportunity in a creative caring school.
Please contact the Headteacher for further details and application forms (SAE). (11738) 133432

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LEVELAND HIGH SCHOOL
Winchester Road, Countesthorpe, Leicester LE8 3PR
(11 - 14 High)
Roll 620
MATHEMATICS SCALE 1
Required August for one year, to teach Maths 1 teacher to join strong department with successful programme of individual and investigations in mixed ability classes in good opportunity in a creative caring school.
Please contact the Headteacher for further details and application forms (SAE). (11738) 133432

SURREY
EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Ashford, Middx.
SCALE 1 TEACHER BOYS P.E. AND MATHS
See under 'Secondary, P.E. 560 pupils - 260 in Sixth Form
Required for January 1986, or earlier if possible, teacher of MATHEMATICS (Scale 1 - permanent post) to join a strong department offering courses in Maths and Statistics at all levels up to University entrance. The successful candidate will be required to assist with Computer Studies within the scheme.
Applications by letter with curriculum vitae and the names and addresses of two referees (s.a.e. please) to the Headmaster who will supply further details on request. (13002) 133426

ROTHERHAM
METROPOLITAN COUNCIL
Rotherham is an equal opportunities employer
RAWMARSH COMPREHENSIVE SCHOOL
11 - 16 Mixed, Approx. 1102 on roll
Required for 2nd September, 1985, TEMPORARY ASSISTANT TEACHER - SCALE 1 plus S.P.A. Temporary Teacher for Mathematics to cover maternity leave and teach across the full age and ability range. Closing Date: As soon as possible.
Curriculum Vitae and details of two persons to whom reference to the Head Teacher of the School, Monkwood Road, Rawmarsh, Rotherham S62 7EY. Interested candidates are advised to telephone Rotherham 522678 for further information.
G. Crane, Director of Personnel Resources. (13107) 133426

SOMERSET
COUNTY COUNCIL
ST DUNSTAN'S SCHOOL
Glastonbury
(11 - 16 Mixed Comprehensive, NOR 680)
For September 1985
TEACHER OF MATHEMATICS. SCALE 1, with technical drawing.
Apply by letter to the Head at the school immediately with full cv and names and addresses of two referees. (13501) 133422

SUFFOLK
COUNTY COUNCIL
HARTISMERE HIGH SCHOOL
Castle Hill Way, Eye IP23 7BL
11 - 16; 540 pupils Required for September, 1985, Teacher of Mathematics, Scale 1. Help with graphic communication an advantage.
Application forms and further details available from the Headteacher at the School on personal (s.a.e.), to whom they should be returned. (11893) 133428

SUFFOLK
COUNTY COUNCIL
STOKE HIGH SCHOOL
Maidenhall Approach, Ipswich IP2 8PL
11 - 16 mixed comprehensive roll 880
Required September 1985, TEACHER OF MATHEMATICS (Scale 1) to teach the full range of ages and abilities including examination work. The school has excellent computer facilities and established in-service training courses for staff on computers, and interest in this area would be an advantage. Initially a temporary appointment of one term only.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Head at the school, or tel: Ipswich 58928. (11824) 133426

SURREY
EDUCATION COMMITTEE
SPRING HIGH SCHOOL
Longmead Road, Epsom, Surrey
Required September 1985, Scale 1 teacher of MATHEMATICS to cover a period of maternity leave.
Further details and application forms from the Headteacher, Tel: Epsom 40288. (13084) 133426

SOUTH GLAMORGAN COUNTY COUNCIL
Required for September 1985
In CANTONIAN HIGH SCHOOL, CARDIFF (11-16 COMPREHENSIVE)
6 FORM ENTRY
MATHEMATICS : SCALE I
To teach Mathematics to all abilities up to C.S.E. level. This is a temporary part-time (three quarter time) post for one term.
CATHAYS HIGH SCHOOL, CARDIFF (11-16 COMPREHENSIVE)
5 FORM ENTRY
WELSH : SCALE I
A suitably qualified person to teach Form One for two or three mornings a week, or other times by negotiation. This is a part-time vacancy for five hours a week, temporary for one year.
FITZALAN HIGH SCHOOL, CARDIFF (11-16 COMPREHENSIVE)
10 FORM ENTRY
RELIGIOUS EDUCATION : SCALE I
An enthusiastic teacher of R.E. required to teach all ages and abilities up to 'A' level. Temporary for one year.
STANWELL COMPREHENSIVE SCHOOL, PENARTH (11-18)
6 FORM ENTRY
COMMERCE : SCALE I
Temporary appointment for one term, to teach Office Practice and Typewriting.
ST TEILO'S C/W HIGH SCHOOL, CARDIFF (11-18 COMPREHENSIVE)
6 FORM ENTRY
GIRLS P.E. AND GEOGRAPHY : SCALE I (Part-Time)
A temporary part-time teacher for one year to teach Girls' P.E. and Geography. Number of hours per week to be arranged.
Application forms may be obtained on receipt of a stamped addressed foolscap envelope from The Director of Education, Education Offices, Kingsway, Cardiff, CF1 4JG, to whom applications should be returned within 10 days of the appearance of the advertisement. (19500)

SURREY
EDUCATION COMMITTEE
EPSOM HIGH SCHOOL
Longmead Road, Epsom, Surrey
Required September 1985, Scale 1 teacher of MATHEMATICS to cover a period of maternity leave.
Further details and application forms from the Headteacher, Tel: Epsom 40288. (13084) 133426

SURREY
EDUCATION COMMITTEE
ABBOTSFORD SCHOOL
Ashford, Middx.
SCALE 1 TEACHER BOYS P.E. AND MATHS
See under 'Secondary, P.E. 560 pupils - 260 in Sixth Form
Required for January 1986, or earlier if possible, teacher of MATHEMATICS (Scale 1 - permanent post) to join a strong department offering courses in Maths and Statistics at all levels up to University entrance. The successful candidate will be required to assist with Computer Studies within the scheme.
Applications by letter with curriculum vitae and the names and addresses of two referees (s.a.e. please) to the Headmaster who will supply further details on request. (13002) 133426

WAKEFIELD
CITY OF WAKEFIELD METROPOLITAN DISTRICT COUNCIL
CRESTHORNE HIGH SCHOOL
11 - 16 (580 on roll)
Required for September 1985 a Scale 1 teacher of MATHEMATICS with ability to teach to 'O' level. Temporary for one year only. Application forms available from receipt of a s.a.e. from Chief Education Officer, Education Department, 8 Bond Street, Wakefield, to be returned no later than 24th July, 1985. (13144) 133422

WEST SUSSEX
WEALD COMMUNITY SCHOOL
Station Road, Billingshurst, West Sussex RH14 9RY
11 - 18 Mixed Comp. NOR 1330
Required 1985 or as soon as possible thereafter, a teacher of Mathematics (Scale 1) capable of teaching to 'A' level, to join a successful and progressive department. Experience and practical investigative work are being introduced into the maths taught in the school.
Remuneration in accordance with approved cases.
Form and details from Head, s.a.e. please. (13251) 133422

WEST SUSSEX
RE-ADVERTISEMENT
MANNS HILL COMMUNITY COLLEGE
School Lane, Selsey, Chichester PO20 9ER
(10 - 16 mixed Comprehensive, Group 9)
Required September 1985 or January 1986, Scale 1 Teacher of Mathematics to teach across the age and ability range.
Form and details from Headmistress, s.a.e. please. (12119) 133422

Modern Languages

Scale 2 Posts and above

ESSEX
THURSTABLE SCHOOL
Middle Road, Tiptree, Colchester
(Roll 1140; 11 - 18)
Tel: 0621 (85)2251
TEACHER I/C FRENCH, Scale 2
Lively person for all French teaching. German is first language; French taught to one group/year second to sixth.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (08098) 133520

Scale 1 Posts

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6QT
Required for September 1985, teacher of French and German on fixed term contract for one year. Competence to teach both subjects to 'A' level desirable. Applicants must be prepared to act as tutor to a mixed ability group in a well-established House system.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (12131) 133622

BARNET
LONDON BOROUGH
COPTHALL SCHOOL
Pegs Green, Mill Hill, London NW7 3SP
Tel: 01-959 1927
Girls' Comprehensive, Roll 1050, 11th Form 195
Required September, 1985, if available, part-time teacher of GERMAN (Scale 1) to share in work of large department. Up to three days a week, sessions by arrangement.
Apply in writing to Head Teacher as soon as possible with full c.v. and names of two referees. S.A.E. (08073) 133622

BEDFORDSHIRE
SOUTHERN AREA
LEALANDS HIGH SCHOOL
Saudon Park Road, Luton, Beds.
Headmaster: Mr. R. Ellis, B.A.
Required for September 1985 as teacher of French and German to teach all ages up to C.S.E. and 'O' level. Scale 1.
Application forms and further particulars obtainable from and returnable to the Headmaster at the School, see please. (12267) 133622

DERBYSHIRE
See Derbyshire Display advert post reference AE/189/33 Page 42. (15041) 133622

ESSEX
GRAYS SCHOOL
Rathaway Road, Grays RM17 5LL
Tel: Grays Thurrock (0375) 75361
(Roll 900 : 11 - 16 Mixed Comprehensive)
GERMANIST, Scale 1 (SPA and London Fringe payable)
Required September, for one term only to cover secondment. Some French and Graded Test experience advantageous.
Apply immediately by telephone to Headteacher contact's a.m. or school hours on Stanford-le-Hope (0375) 640400.

ST. THOMAS MORE HIGH SCHOOL FOR BOYS
Kenilworth Gardens, Westcliff-on-Sea SS0 0BW
Tel: Southend-on-Sea 344933
(Roll 580)
ASSISTANT TEACHER OF FRENCH. Scale 1
To start September or January, with some German and boys' P.E. Practising Catholic preferred.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please). (08093) 133622

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middx. HA1 2XH
Tel: 01-427 3866
Graduate Scale 1 teacher of German with French and/or Spanish required for September 1985 to teach up to 'O' level and CSE. Scale 2 post available for suitable candidate.
Application forms from and to be returned to The Headteacher by 31st July 1985.
Please enclose stamped addressed envelope.
Harrow is an equal opportunity employer. (11820) 133622

HARROW
EDUCATION COMMITTEE
HEATHLAND SCHOOL
Hatch End, Pinner, Middx. HA5 4AE
Tel: 01-428 1226
Required September, 1985, Scale 1 teacher of French and German to teach across the full range of ages and abilities. Applicants must be prepared to act as tutor to a mixed ability group in a well-established House system.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (12131) 133622

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middlesex
Tel: 01-427 3866
PART-TIME (0.5) TEACHER GERMAN/FRENCH
Required, for September 1985 at this 12 - 16 Boys' comprehensive high school. German and French are taught up to CSE & 'O' level.
Application forms from and to be returned to the Head Teacher by 24th July 1985.
Please enclose an s.a.e.
Harrow is an Equal Opportunity Employer. (11821) 133622

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middlesex
Tel: 01-427 3866
PART-TIME (0.5) TEACHER GERMAN/FRENCH
Required, for September 1985 at this 12 - 16 Boys' comprehensive high school. German and French are taught up to CSE & 'O' level.
Application forms from and to be returned to the Head Teacher by 24th July 1985.
Please enclose an s.a.e.
Harrow is an Equal Opportunity Employer. (11821) 133622

HARROW
EDUCATION COMMITTEE
HEATHLAND SCHOOL
Hatch End, Pinner, Middx. HA5 4AE
Tel: 01-428 1226
Required September, 1985, Scale 1 teacher of French and German to teach across the full range of ages and abilities. Applicants must be prepared to act as tutor to a mixed ability group in a well-established House system.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (12131) 133622

HAVERING
LONDON BOROUGH OF HAVERING
EMERSON PARK SCHOOL
Wych Elm Road, Wingletye Lane, Hornchurch, Essex RM11 3AD
Tel: Hornchurch 43773
(Roll 990 Mixed)
Headteacher: J.A. Fowler, M.A.
Required from approximately 4th September, 1985 a temporary Teacher Scale 1 or 2 to cover Maternity Leave. It is anticipated that the contract will last until about 31st March, 1986, at the latest.
Teaching responsibility is expected to range from first to fifth years, and include some CSE/GCE Ordinary Level classes. Applications are welcome from experienced teachers or new entrants to the profession.

NEAVE SCHOOL
Settle Road, Harold Hill, Romford RM3 9XR
Tel: Hornchurch 71334
(Roll 577 mixed)
Headteacher: J.B. Quinn, M.A.
Required for September 1985, experienced Teacher of French Scale for five days per week to teach to the Lower School. Familiarity with the 'Eclair' French course an advantage. Flexible personality would be an advantage.
Those vacancies are exempt from the Inner London Education Authority Ring Fence Policy Restriction. However, applications from persons who have passed the M.C.C.'s with relevant experience will be welcome.
Letters of application for above two posts enclosing full Curriculum Vitae and the names of two referees should be sent to the Headteacher concerned.
Closing date: 26th July, 1985. (12189) 133622

HERTFORDSHIRE
DURRANTS SCHOOL
Manor Way, Croxley Green, Rickmansworth
11 - 18 mixed all ability
Tel: 01-Rickmansworth 77200
Required September, Teacher of Modern Languages Scale 1 plus Responsibility Allowance £2614, to teach French throughout the school and German to A level. This would be an excellent first post for someone wishing to join a well staffed and well equipped department.
Apply in writing with brief qualifications and the names of two referees with telephone numbers. (08917) 133622

HERTFORDSHIRE
WATFORD GRAMMAR SCHOOL FOR GIRLS
Lady's Close, Watford
Required September, Graduate to teach German throughout the school to 'A' level with some Spanish and Middle School French. Willingness to help with German Exchange advantage. Scale 1 plus London Fringe Allowance £678.
Apply by letter to Headmistress with copies of testimonials and curriculum vitae. (12190) 133622

HILLINGDON
LONDON BOROUGH OF HILLINGDON
DOUAY MARTYRS RC SCHOOL
Edinburgh Drive, Ickenham, Uxbridge
Middlesex UB10 8NJ
(Number on roll: 876, 98in sixth form)
Headteacher: J. G. Brandon, B.A., B.Sc.
Required for September 1985 or, at latest, January 1986, Scale 1 Teacher of French.
Ability to offer some Spanish would be an advantage. Modern languages form part of the curriculum to the end of 5th year and are popular options thereafter. The 'A' level work available and there may be links with Business Studies.
Douay Martyrs is an 11 - 18 mixed Comprehensive School situated in pleasant residential area of West London with easy access to the city, motorways and Piccadilly lines.
Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees. Closing Date: 19th July 1985.
Outer London Allowance Payable. (12278) 133622

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DARTFORD GRAMMAR SCHOOL
Founded 1576
Voluntary Controlled
Selective School of 703 boys: 145 in Sixth Form
Required in September, 1985 a graduate to teach German to Advanced level. Scale 1. £564 Fringe Allowance.
Letters of application to the Headmaster, Dartford Grammar School, West Hill, Dartford, Kent DA1 2HW, stating full curriculum vitae include a full curriculum vitae and the names of two referees. Information will be given.

MEDWAY DIVISION
Chatham School of Art & Design
Strood, Rochester, Kent
(850 Girls - 15, CSE, GCE 'O' Level and A level - Institute of Linguists)
Required from 1st September 1985 a Scale 1 teacher of French to teach all years from the 1st to 6th and include examination work.
Letters of application and curriculum vitae and the names, addresses and telephone number of two referees to be sent to the Headmistress as soon as possible. (17121) 133622

HARROW
EDUCATION COMMITTEE
HEATHLAND SCHOOL
Hatch End, Pinner, Middx. HA5 4AE
Tel: 01-428 1226
Required September, 1985, Scale 1 teacher of French and German to teach across the full range of ages and abilities. Applicants must be prepared to act as tutor to a mixed ability group in a well-established House system.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (12131

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

DEPUTY HEADTEACHERS SECONDARY

Laira Green Primary School, Bramley Road, Laira, Plymouth, PL3 6BP. (Roll 216)

DEPUTY HEAD GROUP 4

Required January 1986. The successful candidate will be required to assist the Head with the management of the curriculum and to be responsible for resources. The ability to teach in computer assisted learning and/or in science would be an advantage. Closing date 24 July 1985.

SCALE POSTS SECONDARY

Torquay Boys Grammar School, Shiphay Manor Drive, Torquay, TQ2 7EL.

SCALE 1 – CHEMISTRY

Required for September or January 1986, an enthusiastic graduate chemist/biochemist to teach throughout the school. The successful candidate will be involved in a number of important initiatives in curriculum development. Ability to assist with Games would be an advantage. Closing date 26 July 1985.

* * * *

SCALE POSTS PRIMARY

Exeter St Sidwells C of E (Aided 5–12 Years) Combined School, York Road, Exeter, EX4 6PG. (Roll 292)

SCALE 1 – GENERAL SUBJECTS PLUS FRENCH

Required January 1986, teacher for Upper Middle School pupils. Ability to teach French essential. Willingness to assist with Girls Games an advantage. Church of England member preferred. This is a readvertisement. Previous applicants welcome to re-apply. Closing date 26 July 1985. (18904)

DEVON

Cheshire

Application forms (send s.a.e) are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

N. J. FITTON
Director of Education

ALL POSTS REQUIRED FOR SEPTEMBER 1985 UNLESS OTHERWISE STATED.

HEADS OF DEPARTMENT

HEAD OF RELIGIOUS EDUCATION: SCALE 2

Wade Deacon Comprehensive, Clifton Road, Runcorn, WA7 4ST. Tel. Runcorn 72041. Norman 11 Ward (11-18).
Required for 1st January, 1986 – experienced and enthusiastic specialist to teach up to 'A' level. Closing date 28th July, 1985.

HEAD OF HOME ECONOMICS SCALE 3.

Sandbach High, Middlewich Road, Sandbach, CW11 9XB (11-18: 830 girls; 1020 in 6th form).
Required on 1st September or as soon as possible thereafter to teach to 'A' level. Full details from the Headteacher.
Closing date 26th July 1985.

SCALE 2 POSTS & ABOVE

ENGLISH SCALE 3

Wade Deacon Comprehensive, (for school details see under Heads of Department).
Required July 1st January 1986.
Experienced specialist as second in Department. To teach across full age/ability range. Large, enthusiastic department.
Closing date 26th July 1985

SCALE 1 POSTS

ECONOMICS

Widnes Sixth Form College.
Please see under Sixth Form Colleges – Scale 1 Posts.

FRENCH AND/OR SPANISH (Temporary part-time (0.5))

Grange County Comprehensive, Regent Street, Ellesmere Port, South Wirral L65 8EZ.
Mixed established comprehensive, 900 pupils.
Required Sept. 1985.
Please apply (or letter for forms) to the Acting Head Designate. Further details can be obtained by telephoning 051-355 4931.

MUSIC (Temporary)

Widnes Fourways High, Long Lane, Warrington.
11-16 years. 1500 on roll.
Applications should be sent, as soon as possible, to Mr E James, Head Designate, at the school.

1. **FRENCH/GERMAN (+ SPA)**
2. **DRAMA/ENGLISH (+ SPA)**

Norton Priory Comprehensive, Cambridge Avenue East, Castlefields Estate, Runcorn. WA7 2NT. Tel Runcorn 72121.

1. Well-qualified for this Study department.
2. Enthusiastic, dedicated teacher required for this rapidly developing area. Dance to also taught within this department.

Help with boarding is available.
Forms to be returned as soon as possible.

MATHEMATICS

Fallibroome County High, Priory Lane, Macclesfield.
Tel Prestbury 827266.
Temporary, full-time, required for Autumn term 1985.

MUSIC SPECIALIST

Ellesmere Port Catholic High, Capenhurst Lane, Ellesmere Port, South Wirral L65 7AQ.
Tel 051-355 2329/3511.
Please state subsidiary subject.

ART/C.D.T.

St. Gregory's R.C. High, Cromwell Ave., Westbrook, Warrington.
New purpose built comprehensive.
Integration between Art and C.D.T. to being fostered in the lower school.
Application and application forms from the school and returnable to Rev. Canon C. Mayland, c/o St. Gregory's R.C. High, address as above.

HOME ECONOMICS

Sandbach High, (for school details see under Heads of Department).
This is a temporary post for one term only. Full details from the Headmaster.
Closing date 26th July 1985.

(18906)

SECONDARY PHYSICAL EDUCATION
continued

HARROW
EDUCATION COMMITTEE
CANON'S HIGH SCHOOL
Shaldon Rd., Edgware, Middlesex HA8 6AN
Tel: 01-958 8502
A teacher of BOYS' P.E. (Scale 1) is required from September, or as soon as possible, at this mixed comprehensive school for students aged 11 – 16. Fitness a/so your second subject. Mathematics would be an advantage but is not essential. The teacher appointed will also be required to contribute to a tutorial programme of personal and social education.
Canons is committed to mixed-ability grouping and to developing policies for multicultural and equal opportunities education.
Application forms and details (s.a.e.) are obtainable from the Headteacher and should be returned by 31st July. Informal preliminary visits are welcome. Outer London Allowance payable.
Harrow is an equal opportunity employer. (11825) 134222

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 880
Required from September, a teacher (Scale 1) of BOYS' PHYSICAL EDUCATION to join an enthusiastic department running a full range of games, teams and clubs.
Application forms (large SAE) obtainable from, and to be returned to, the Headmaster as soon as possible.

WINCHMORE SCHOOL
Laburnum Grove, London N21 3JS
Roll 1350
Required September 1985, teacher of GIRLS' PHYSICAL EDUCATION with an interest in dance and gymnastics. (Scale 1).
There is a great deal of sporting interest in the School and in the Borough, requiring participation after school, during lunch-time and at weekends. Adventure courses etc. are encouraged.
Please apply by letter to the Headmaster with a short C.V. and the names and addresses of two referees as soon as possible.
For both the above posts London Allowance £678.
Applications from employees of the G.L.C., or M.C.C. with relevant experience will be welcome.
An equal opportunity employer. (08080) 134222

ENFIELD
LONDON BOROUGH OF ENFIELD
WINCHMORE SCHOOL
Laburnum Grove, London N21 3JS
Roll 1350
Required from September 1985, teacher for BOYS' PHYSICAL EDUCATION (Scale 1).
The School has excellent on-site facilities including a large playing field, tennis courts, sports hall and gymnasium. The organisation of P.E. within the Borough is very good. The Department is well founded with a long history of good P.E. practices, and this post offers an excellent opportunity for either a probationary teacher or more experienced teacher seeking wider experience. Applications from employees of the G.L.C. or M.C.C. with relevant experience will be welcome.
London Allowance, £678.
To read a s.a.e. to the Headmaster with the names of two referees. It is hoped to hold interviews this term. Closing date 22nd July 1985.
An equal opportunity employer. (11811) 134222

HILLINGDON
LONDON BOROUGH OF HILLINGDON

BISHOP RAMSEY CE SCHOOL
Warrender Way, Ruislip, Middlesex HA4 8BE

(Number on roll: 1081, 165 in sixth form)

Headteacher: J.L. Cule, B.A.

GIRLS P.E.

Required for September 1985 - Scale 1 teacher of Girls P.E. to work in an active Department in this girls' 11 – 18 comprehensive school. Applicants should be in sympathy with the aims of a Church of England Voluntary aided school.

Please apply in the first instance by letter to the Head of the School stating the names and addresses of two referees.

Outer London Allowance Payable.

VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge, Middlesex UB10 8AB

(Number on roll: 918, 165 in sixth form)

Headteacher: D.C. Best, M.A., F.R.S.A., J.P.

Required for September 1985 a Scale 1 teacher of Girls' P.E. Some second subject teaching will be required and the ability to offer a Humanities subject would be an advantage.

Please apply in writing to the Headmaster at the School.

Outer London Allowance Payable. (11870) 134222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent ME10 4DS
Required in September at this Voluntary aided, four-form entry, 13 plus selective school for boys, graduate for Physical Education and Games (especially football, hockey and cricket). Ability together with classroom teaching. State subsidiary if offered.
Applications to the Headmaster at the school.

DARTFORD DIVISION
SWANSCOMBE SECONDARY SCHOOL
High Street, Swanscombe, Kent
Group 8 High School
Urgently required for Autumn term or earlier (early initial). (i) PE Teacher, Art advantage. Possible scale 2. Fringe allowance.
Applications to Headmaster with full curriculum vitae (A4 size please) and the names and addresses of two referees.

DOVER DIVISION
ARCHERS COURT SECONDARY SCHOOL
Archers Court Road, Whitfield, Dover, Kent
Required for this five form entry Mixed Secondary School with 650 on roll (including 45 in the 6th Form), a full-time teacher for girls' P.E. and Games with some English as minority time. P.E. is taken as a subject for C.S.E., 'O' level and 5th Years take a wide variety of Games options.
Applications in writing to the Headteacher at the school with the names and addresses of two referees and full curriculum vitae.

SHEPWAY DIVISION
SOUTHLAND'S SCHOOL
New Romney, Kent
Required for September, 1985: A teacher of boys Physical Education (Games Scale 1). This is a one-year appointment and the vacancy has arisen due to the secondment of the present holder. The Physical Education has excellent resources and the post has much to offer despite its temporary nature.
Interested candidates should telephone the Headmaster at the school. (New Romney 64593).
(17182) 134222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

GARENDON HIGH SCHOOL
Thorpe Hill, Loughborough, Leics. LE11

(11 - 14 High)

Roll 670

GIRLS P.E. & DANCE Scale 1

Required Autumn term (full-time) and half-time for spring and Summer terms.

Please contact the Headteacher for further details and application forms (SAE). (17029) 134223

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

BASSINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ

(11 - 18 Secondary)

Roll 616

PHYSICAL EDUCATION SCALE 1

Required August for one year vacancy for Girls' P.E. and general subjects.

Please contact the Headteacher for further details and application forms (SAE). (17038) 134222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

BASINGTON COMMUNITY COLLEGE
Strasbourg Drive, Beaumont Leys, Leicester LE4 0SZ

(11 - 18 Secondary)

Roll 616

PHYSICAL EDUCATION SCALE 1

Required August for one/possibly two years an enthusiastic specialist teacher of boys Physical Education. An interest in outdoor pursuits would be an advantage. Facilities are excellent.

Please contact the Headteacher for further details and application forms (SAE). (11857) 134222

LONDON

FREDERGART
Catford SE6
Vol. Aided 80
Requires for Sept. 1985 PE Scale 1. Applicants should be well qualified in a range of specialist areas with particular interests in Hockey, dance and gymnastics. PTF Trampoling Coaching award an advantage. Willingness to support extra-curricular activities essential.
Telephone Mrs Hassall (01) 690 3710.
(08585) 134222

NORFOLK

SMITHDON HIGH SCHOOL
Downs Road, Sunstanton PE36 5HY

(Group 10) Roll: 980
Mixed 11 - 16 Years

Temporary Scale 1 Teacher for Boys' P.E. required for one year 1985/86 owing to secondment.
Apply by letter, giving names of two referees and curriculum vitae, as soon as possible to the Headteacher from whom further particulars are obtainable (s.a.e. please). 134222
(15014)

OXFORDSHIRE
COUNTY COUNCIL
CARTERTON SCHOOL
Upavon Way, Carterton OX8 3BU
Group 9. Roll 700. Age 11 - 16
Required for September 1985 a teacher of boys physical education and some science. The successful applicant will be expected to carry out a major amount of time in the Science Department, mainly General Science in the Lower School, but an ability to teach Chemistry would be an advantage.
Apply in writing to the Headteacher SAE please. (15079) 134222

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford IG5 0QW

Tel: 01-551 4415

Head: P.E.A. Birchinall, B.A.

Required for September 1985: a specialist teacher of Girls' Physical Education who is committed fully to the wide range of individual and team activities which the department offers. The school has excellent facilities including a heated indoor swimming pool, tennis courts, and a 'Redgra' area.

Applicants should possess an A.S.A. Teaching Award and a National Trampoline Coaches awards. Applications from newly qualified teachers will be welcomed.

The post is on Scale 1 with Outer London Allowance.

Please apply in writing to the Head as soon as possible giving full details and the names and addresses of 2 professional referees. (12274) 134222

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE

BEAL HIGH SCHOOL
Woodford Bridge Road, Redbridge, Ilford, Essex IG4 5LY

Tel: 01-550 9733

Head: M.J. Munnel, M.A.

Required for September 1985 a Scale 1 temporary Teacher of Girls' Physical Education to maintain a flourishing Department in this mixed Comprehensive School with 1,100 pupils (260 in the 6th Form). An ability to teach some Junior History would be an advantage.

The post is on Scale 1 with Outer London Allowance.

Please apply in writing to the Head as soon as possible, giving full details and the names and addresses of two professional referees. (12113) 134222

SANDWELL
METROPOLITAN BOROUGH COUNCIL

Required for September 1985

SMETHWICK HALL BOYS' HIGH SCHOOL
(11 - 16 Comprehensive)

BOYS' P.E. - Scale 1

Head Teacher, Auckland Road, Smethwick, Warley, West Midlands

MANOR HIGH SCHOOL
(11 - 18 Comprehensive)

BOY'S P.E. Scale 1
The ability to teach Mathematics essential.

Head Teacher, Friar Park Road, Wednesbury, West Midlands

For the above two posts letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Head Teacher at the school.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (11838) 134222

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SECONDARY
FORMBY HIGH SCHOOL
Freshfield Road, Formby, Liverpool L37 3HA
TEACHER OF BOYS' P.E.
(Scale 1)
Required for September 1985.
Apply by letter to the Headteacher enclosing curriculum vitae, names/addresses of two referees and s.a.e.
Closing Date - 22nd July 1985. (15058) 134222

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SECONDARY
MEOLS COP HIGH SCHOOL
Meols Cop Road, Southport, Merseyside PR8 6JS
TEACHER OF BOYS' P.E./GAMES (Scale 1)
Required for September 1985, well qualified and enthusiastic to teach all aspects of the P.E. curriculum throughout the 11 - 16 age range. Strong interest in soccer, basketball, cricket and outdoor pursuits would be an advantage.
Apply by letter to the Headteacher enclosing curriculum vitae, names/addresses of two referees and s.a.e.
Closing Date - 22nd July 1985. (15061) 134222

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WISEWOOD SCHOOL
Rural Lane, Sheffield S6 4BH
Required for September 1985 a Scale 1 teacher of Boys' Games and P.E. plus English for options/pupils or Remedial Support Work in English.
Letters of application, including full C.V. and the names and addresses of two referees, should reach the Headteacher at the school by 18th July. (08901) 134222

SUFFOLK
COUNTY COUNCIL
HADLEIGH HIGH SCHOOL
Highfield Road, Hadleigh IP7 6HU
11 - 16 mixed comprehensive roll 760
Required September 1985 TEACHER OF BOYS' PHYSICAL EDUCATION Scale 1. An interest in a second subject, preferably English or a humanities subject desirable. New entrant welcomed.
Apply immediately by letter to the Headmistress at the school, with curriculum vitae and the names and addresses of two referees. (11830) 134222

SURREY
COUNTY COUNCIL
FARNHAM HEATH END SCHOOL
(8 f.e. 13 - 16 mixed comprehensive)
BOYS' PHYSICAL EDUCATION (Scale 1)
With human biology/Graphics/Workshop skills) required for September.
Details from Farnham 723845. (08920) 134222

SURREY
EDUCATION COMMITTEE
CARDINAL GODFREY R.C. (AIDED) SCHOOL
Sunbury on Thames, Middx.
SCALE 1 R.E./P.E.
Rec. under 'Secondary' R.E. Scale 1'. (15085) 134222

SURREY
EDUCATION COMMITTEE
CARDINAL GODFREY R.C. (AIDED) SCHOOL
Sunbury on Thames, Middx.
SCALE 1 R.E./P.E.
Rec. under 'Secondary' R.E. Scale 1'. (15085) 134222

SURREY
EDUCATION COMMITTEE
LEATHERHEAD SCHOOL
Brooklands Lane, Weybridge, Surrey
Required September 1985, Scale 1 temporary teacher for the Autumn Term to teach mainly boys or Girls P.E. with some ENGLISH and/or DRAMA.
Further details and application forms from the Headteacher, (0372) 376161 or Weybridge 46162. (15085) 134222

SURREY
EDUCATION COMMITTEE
ABBOTSFIELD SCHOOL
Stanwell Road, Ashford, Middx.
13 - 18 Mixed Comp. 1130 NOR
Required September 1985, temporary Scale 1 teacher of BOYS' P.E. and GAMES/ATHLETICS for the Autumn Term.
Full details and application forms from the Headteacher. Tel: Ashford 45824. (11865) 134222

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF GIRLS P.E. WITH EITHER (MUSIC) HISTORY OR ENGLISH Scale 1
Required September 1985, to join well established department. Sports facilities include a Gymnasium, Sports Hall, Swimming Pool, Tennis Courts and Playing Fields. The History Department is also well equipped and housed in its own suite of rooms.
Further details and application forms are available from the Head Teacher, Willenhall Community School, Forrest Road, Willenhall, West Midlands. Tel: Willenhall 61221.
Completed application forms to be returned as soon as possible.
Applications from employees of the G.L.C. and M.C.C. with relevant experience will be welcome.
Walsall is an Equal Opportunity Employer. 134222
(17003)

WARWICKSHIRE

HARRIS C.E. HIGH SCHOOL
Overslade Lane, Rugby CV22 6PG

Temporary full-time teacher required for one year to teach BOYS' P.E. and GEOGRAPHY and SOCIAL ECONOMICS.

Application form and further details available from the Head at the school. (08588) 134222

SECONDARY PHYSICAL EDUCATION
continued

WOLVERHAMPTON
BOROUGH OF WOLVERHAMPTON
EDUCATION COMMITTEE
Required or September 1985:-
PARKFIELD SCHOOL
GIRLS' PHYSICAL EDUCATION Scale 1
Temporary teachers required to cover Maternity Leave in these 11 - 18 mixed comprehensive schools.

HIGHFIELDS SCHOOL
BOYS' PHYSICAL EDUCATION Scale 1
Full time teacher able to contribute to another area of the curriculum preferably HUMANITIES. Applicants should also have the ability to coach HOCKEY to a very high standard.
This is a 11 - 18 mixed comprehensive pleasantly situated on the southern boundary of the town.
Application forms are available from The Director of Education, Education Department, Civic Centre, St Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 10 days of this advertisement. (Ask for Mrs Rose)
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, colour or ethnic origin, and from people with disabilities who have the necessary attributes to do the job. (18148)

Religious Education

Scale 1 Posts

STAFFORDSHIRE

ROBERT SUTTON R.C. (A) COMPREHENSIVE SCHOOL
Bluestone Lane, Stanton Road, Hurton-on-Trent DE15 9BD

Required for September, 1985 a teacher of RELIGIOUS EDUCATION (Scale 1). To assist with work available in this mixed Catholic Comprehensive School of 1,200 pupils. A willingness to become involved in the organisation of Liturgy and participation in school activities is desirable.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

LEEK HIGH SCHOOL
Springfield Road, Leek ST13 6EH

850 pupils aged 13 - 19

Required for September, 1985 a second officer as possible, a teacher of RELIGIOUS STUDIES (Scale 1). The person appointed will also contribute to a Humanities and Social Studies programme which includes some Careers Education.

Application forms and further particulars obtainable from and returnable to the Headteacher (s.a.e.).

Canvassing will disqualify.

Closing date 10 days from publication.

Trade Union membership desirable.

STAFFORDSHIRE COUNTY COUNCIL. (17002) 134422

ROTHERHAM
METROPOLITAN COUNCIL

Rotherham is an equal opportunities employer

THRYBERGH COMPREHENSIVE SCHOOL

11 - 16 Mixed. Approx. 970 on roll

Required for September, 1985 TEMPORARY ASSISTANT TEACHER SCALE 1 plus S.A. Temporary Teacher for Boys P.E. to cover Maternity Leave for the full academic year.

Closing Date: As soon as possible.

Curriculum Vitae and details of two persons for reference to the Head Teacher at the School, Arran Hill, Park Lane, Thrybergh, Rotherham S65 4RJ (for further details Tel: Rotherham 850471).

G. Crane, Director of Personnel Services. (12106) 134422

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
SECONDARY
CROSBY GIRLS' HIGH SCHOOL
Hastings Road, Southport, Merseyside PR8 2LT
TEACHER OF R.E. (Scale 1)
Required for September 1985 to teach subject throughout school, the help with General Studies in the senior school.
Apply by letter to the Headteacher enclosing curriculum vitae, names/addresses of two referees and s.a.e.
Closing Date - 22nd July 1985. (15059) 134422

STAFFORDSHIRE

ROBERT SUTTON R.C. (A) COMPREHENSIVE SCHOOL
Bluestone Lane, Stanton Road, Hurton-on-Trent DE15 9BD

Required for September, 1985 a teacher of RELIGIOUS EDUCATION (Scale 1). To assist with work available in this mixed Catholic Comprehensive School of 1,200 pupils. A willingness to become involved in the organisation of Liturgy and participation in school activities is desirable.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

LEEK HIGH SCHOOL
Springfield Road, Leek ST13 6EH

850 pupils aged 13 - 19

Required for September, 1985 a second officer as possible, a teacher of RELIGIOUS STUDIES (Scale 1). The person appointed will also contribute to a Humanities and Social Studies programme which includes some Careers Education.

Application forms and further particulars obtainable from and returnable to the Headteacher (s.a.e.).

Canvassing will disqualify.

Closing date 10 days from publication.

Trade Union membership desirable.

STAFFORDSHIRE COUNTY COUNCIL. (17002) 134422

BRENT
LONDON BOROUGH OF BRENT
PRESTON MANOR (MIXED)
Carlton Avenue East, Wembley HA9 8NA
Tel: 01-904 1666
Roll: 1206. Excellent modern facilities in all subjects)
Required from September 1985 Qualified TEACHER OF RELIGIOUS EDUCATION (Scale 1), to take part in thriving department where Religious Education is taught to all ages. Full appreciation of World Religions would be expected.
London Allowance of £1,038 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 14 days. (08088) 134422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent ME10 4DS
Required in September at this Voluntary aided, four-form entry, 13 plus selective school for boys, graduate for Physical Education and Games (especially football, hockey and cricket). Ability together with classroom teaching. State subsidiary if offered.
Applications to the Headmaster at the school. (11830) 134422

LINCOLNSHIRE
CAISTOR GRAMMAR SCHOOL
Please see main advertisement. Caistor Independent School Pastoral. (11848) 134422

NORTH YORKSHIRE
COUNTY COUNCIL
ALL SAINTS RC VOLUNTARY AIDED COMPREHENSIVE SCHOOL
York
Required for September 1985, at this new 11 - 18 comprehensive school, a teacher of RELIGIOUS EDUCATION and DRAMA/English. Experience with Girls' PHYSICAL EDUCATION an advantage.
Application forms essential. Apply in writing to the Headteacher, All Saints RC Comprehensive School, c/o Barnfurlong, York YO8 2AH giving full C.V. and the names and addresses of two referees.
Closing date 31 July 1985.
Application forms to be back on 1st July 1985. (08588) 134422

TAMESIDE
SOCIALISM AT WORK
TAMESIDE METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
DROYLSDEN HIGH SCHOOL
Manor Road, Droylsden, Manchester M35 6GD
Headteacher Mr P. Burrows, B.A. M.Ed
Tel: 061 370 2777
SCALE 1 - RELIGIOUS STUDIES
Application forms obtainable from and returnable to the Headteacher as soon as possible. Ref: 8202/2/TES.
TAMESIDE IS AN EQUAL OPPORTUNITIES EMPLOYER. 134422

Science

Scale 2 Posts and above

STAFFORDSHIRE

MADELEY HIGH SCHOOL
Newcastle Road, Madeley, Nr. Crewe CW3 9JJ
11 - 16 Comprehensive
Required for January 1986 for an earlier if possible) a teacher with responsibility for CHEMISTRY (Scale 2) with an interest in Physics and Technology.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (17002) 134422

Scale 1 Posts

AVON COUNTY
NORTON HILL SCHOOL
Chelynch Road, Midsomer Norton, Bath BA3 4AD
(Roll: 1000 mixed - 90 in 6th Form)
Required from 1st September 1985, well-qualified teacher of Physics to share teaching of the subject with the Head of Science to Advanced level.
Further details from (sae please), and letters of application with details of 2 referees. (15086) 134422

SURREY
EDUCATION COMMITTEE
CARDINAL GODFREY R.C. (AIDED) SCHOOL
Manor Lane, Sunbury-on-Thames, Middx.
Boys 11 - 16 NOR 415
Required September 1985 Scale 1 teacher of RELIGIOUS EDUCATION/P.E.
Please send letter of application with C.V. to the Headteacher, with details of 2 referees. (15086) 134422

SURREY
EDUCATION COMMITTEE
THE WARWICK SCHOOL
Nokes Drive, Redhill
11 - 16 (mixed comprehensive) NOR 975
Scale 1 TEACHER FOR RE
Candidates should preferably be able to offer music but other qualifications would also be considered.
Application form and further details from Headteacher, Redhill 64356. (15081) 134422

TAMESIDE
SOCIALISM AT WORK
TAMESIDE METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
DROYLSDEN HIGH SCHOOL
Manor Road, Droylsden, Manchester M35 6GD
Headteacher Mr P. Burrows, B.A. M.Ed
Tel: 061 370 2777
SCALE 1 - RELIGIOUS STUDIES
Application forms obtainable from and returnable to the Headteacher as soon as possible. Ref: 8202/2/TES.
TAMESIDE IS AN EQUAL OPPORTUNITIES EMPLOYER. 134422

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BISHOP WARD CATHOLIC COMPREHENSIVE SCHOOL
Becontree Heath, Dagenham, Essex RM8 2TD
Tel: 01-592 3464
Roll 1050
Required for September 1985:
A Biology/Physics teacher with mathematics and initiative to join a strong, forward looking Science Department. The candidate will be required to teach across the full age and ability range up to and including 'A' level. Ability to offer Mathematics would be an advantage.
Scale 1 plus London Allowance of £1,038 per annum Inner London Allowance.
Further details of removal expenses in approved cases.
Apply in writing immediately to the Headteacher, Mr S. Smith, giving full curriculum vitae, names and addresses of two referees and if possible your telephone number.

ROBERT CLACK COMPREHENSIVE SCHOOL
Goatfield Road, Dagenham, Essex RM8 1NS
(Roll 1465)
Required for September 1985:
A keen, flexible teacher, initially to teach Science to 1st. and 2nd. year pupils who can also offer Lower School Mathematics. The post would also suit a Graduate Scientist who is Junior/middle trained. Scale 1 plus £1,038 per annum Inner London Allowance.
Further details of removal expenses in approved cases.
Apply in writing to the Headteacher.
An equal opportunity employer. (08999) 134422

BEDFORDSHIRE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL
TEACHER OF SCIENCE AND/OR MATHS
See under Secondary Maths Scale 1. (17014) 134422

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading, Berks.
11 - 18 Mixed Comprehensive N.O.R. 1250
Required September, a well qualified teacher of Physics and Combined Science Scale 1. During the first three years Combined Science is taught and those pupils are prepared for CSE or 'O' level in either the double 'O' level or CSE course or the separate sciences. 'A' level courses are all taught as separate disciplines.
The successful candidate will be expected to teach Physics to 'A' and Oxbridge entry level.
Letters of application to the Headmaster as soon as possible please including names and addresses of two referees and Curriculum Vitae. Please send s.a.e. for acknowledgement and further details.
No Closing date.
An Equal Opportunity employer. (15049) 134422

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BISHOP WARD CATHOLIC COMPREHENSIVE SCHOOL
Becontree Heath, Dagenham, Essex RM8 2TD
Tel: 01-592 3464
Roll 1050
Required for September 1985:
A Biology/Physics teacher with mathematics and initiative to join a strong, forward looking Science Department. The candidate will be required to teach across the full age and ability range up to and including 'A' level. Ability to offer Mathematics would be an advantage.
Scale 1 plus London Allowance of £1,038 per annum Inner London Allowance.
Further details of removal expenses in approved cases.
Apply in writing immediately to the Headteacher, Mr S. Smith, giving full curriculum vitae, names and addresses of two referees and if possible your telephone number.

ROBERT CLACK COMPREHENSIVE SCHOOL
Goatfield Road, Dagenham, Essex RM8 1NS
(Roll 1465)
Required for September 1985:
A keen, flexible teacher, initially to teach Science to 1st. and 2nd. year pupils who can also offer Lower School Mathematics. The post would also suit a Graduate Scientist who is Junior/middle trained. Scale 1 plus £1,038 per annum Inner London Allowance.
Further details of removal expenses in approved cases.
Apply in writing to the Headteacher.
An equal opportunity employer. (08999) 134422

BEDFORDSHIRE
NORTHERN AREA
SHARNBROOK UPPER SCHOOL
TEACHER OF SCIENCE AND/OR MATHS
See under Secondary Maths Scale 1. (17014) 134422

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading, Berks.
11 - 18 Mixed Comprehensive N.O.R. 1250
Required from September, a well qualified teacher of Physics and Combined Science Scale 1. During the first three years Combined Science is taught and those pupils are prepared for CSE or 'O' level in either the double 'O' level or CSE course or the separate sciences. 'A' level courses are all taught as separate disciplines.
The successful candidate will be expected to teach Physics to 'A' and Oxbridge entry level.
Letters of application to the Head Master as soon as possible please including names and addresses of two referees and Curriculum Vitae. Please send s.a.e. for acknowledgement and further details.
No Closing date.
An Equal Opportunity employer. (15049) 134422

BEXLEY
LONDON BOROUGH
BEXLEYHEATH SCHOOL
Broadway, Bexleyheath, Kent DA6 7DA
Tel: 01-303 5696
Number on Roll 1700, mixed
Required for September next for the 11 - 16 All-Ability School, with established 6th Form, a teacher of Chemistry. Scale 1.
Please telephone School as soon as possible for further details or apply immediately by letter to the Head of the School, giving curriculum vitae and quoting 2 referees.
Please enclose a foolscap s.a.e. (17107

SECONDARY SCIENCE
continued

DONCASTER
HAYFIELD COMPREHENSIVE SCHOOL
Hurst Lane, Auckley, Doncaster, S Yorks.
Tel: 0302 710369
BIOLOGY AND COMBINED SCIENCE
Scale 1, TEMPORARY POST
This post is available from September 1st due to Maternity Leave cover and involves teaching Combined Science in Years 1 and 2 and Biology in Years 3, 4 and 5 up to and including, O level work.
Please apply, in writing, direct to the Headmaster, A Story BA, at the above address, with a Curriculum Vitae and the names of two referees. (12329) 134822

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD CHACE SCHOOL
Hollywalk, Enfield EN2 6QG
Roll: 1200
CHEMISTRY (for September) A well-qualified graduate teacher of CHEMISTRY able to teach 'A' level. This post would be suitable for a first appointment. Candidates should indicate their other teaching interests.
Application forms from employees of the G.L.C. or M.C.C.'s with relevant experience will be welcome.
London Allowance, £679.
Application forms (large SAE) obtainable from the Headteacher Tel: School 01-363 3030 for further details.
An equal opportunity employer. (08087) 134822

ESSEX
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
(Roll 1450)
SCIENCE TEACHER, Scale 1
Required September, specialist to join well established team, teaching in and across the main disciplines. Rented accommodation possible.
Apply immediately by telephone or by letter to Headteacher with c.v. and names of two referees (foolscap s.a.e. please).

LAINDON SCHOOL
High Road, Laindon, Basildon SS15 6QD
Tel: Basildon 45871
(Roll 1196)
GRADUATE TEACHER OF PHYSICS, Scale 1
To 'A' level and General/Integrated Science to 'O'/CSE. Excellent facilities.
Letter plus c.v. and names of two referees to Headteacher (foolscap s.a.e. please).

THE PLUME SCHOOL
Fambridge Road, Maldon CM9 6AB
Tel: Maldon 54681
(Roll 2060)
CHEMISTRY TEACHER, Scale 1
(Re-Advertisement)
Required September, 1985, to teach up to 'O' level with possibility of 'A' application, to offer Third year Physics an advantage. Application forms and further particulars available from the Headteacher at the school (foolscap s.a.e. please). (12177) 134822

HARROW
EDUCATION COMMITTEE
GAYTON HIGH SCHOOL
Gayton Road, Harrow, Middlesex
Tel: 01-427 3266
PHYSICS
Required for September 1985. Teacher of Science, Scale 1 to take a strong science team committed to an integrated approach. Ability to offer a second subject would be an advantage.
Application forms from and to be returned to the Headteacher by 27 July 1985.
Please enclose a stamped addressed envelope.
Narrow the Equal Opportunity Employer.
(11822) 134822

HILLINGDON
LONDON BOROUGH OF HILLINGDON
BISHOPSHALT SCHOOL
Royal Lane, Hillingdon, Uxbridge, Middlesex UB8 3RF
(Number on roll: 911, 165 in sixth form)
Headteacher: L. Bather, B.A., Ph.D.

Required for September 1985 a teacher of PHYSICS (Scale 1) or a teacher of Combined Science for Junior Forms. There would be a possibility of Advanced Level work for a suitable candidate.

There is a strong science study form and excellent facilities are provided in a new Science Block.

It is hoped to appoint a teacher who will make a full contribution to the School's extra curricular activities.

Apply in writing to the Headmaster giving brief career details and the names and addresses of two referees.

Outer London Allowance Payable. (12877) 134822

HUMBERSIDE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HULL DIVISION
MALET LAMBERT HIGH SCHOOL
Jamon Reckitt Avenue, Hull
Head: J. Andrews, B.A.
Required from September, Scale 1 teachers of CHEMISTRY and SCIENCE to teach across the full age and ability range in this 13 - 18 co-educational comprehensive school.
Application forms available from the Head (sae please) should be returned by 24th July. (08384) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
ST. ANSELM'S CATHOLIC COMPREHENSIVE SCHOOL
(6 form entry 11 - 19 co-educational roll 820)
The Governors require a qualified teacher for Science (Physics) Scale 1 September 1985.
Letters of application and c.v. (2 referees) to the Head Teacher at the school in the Dover Road, Canterbury CT1 3EN. S.A.E. for further details.
THANET DIVISION
ST. GEORGE'S C.E. (CONTROLLED) SECONDARY SCHOOL
Westwood Road, Broadstairs, Kent
Required for September 1985. Temporary full-time teacher for General Science in the Lower School and Human Biology and General Science to O.S.E. level. Possibility of a permanent post for suitable applicant.
Applications to the Head Teacher at the School with the names and addresses of two referees. (17154) 134822

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4TU
Tel: 01-399 3657)
1,000 on roll. 11 - 18 Co-ed
Two teachers required for September 1985:-
1. to teach BIOLOGY
2. to teach CHEMISTRY
Examination, including 'A' level, work will be available.
Scale 1 posts, plus London Allowance £678.
Letters of application, including curriculum vitae and names and addresses of 2 referees, to be sent to the Headmaster at the school as soon as possible.
(17057) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Blaby, Leics. LE8 4GS
(14 - 18 Upper)
Roll: 1864
CHEMISTRY Scale 1
Required August or January teacher of Chemistry to C.S.E. and 'O' level.
Please contact the Headteacher for further details and application forms (SAE).
(17021) 134822

LONDON
ST. ALOYSIUS' COLLEGE
Hornsey Lane, Highgate, N6 5LY
Voluntary Aided Catholic Comprehensive School for Boys
The School is aided by the Inner London Education Authority
Required in September, Scale 1 Teacher for Biology to C.S.E. and O-level. The science department is well equipped, has excellent technician support and an excellent record of success.
Applications by letter, enclosing C.V., and the names of two referees, to the Headmaster as soon as possible. (15010) 134822

NORTHAMPTONSHIRE
NORTHAMPTON MERSEY SUPERIOR SCHOOL
Merseway, Northampton NN4 8BU
Required for September/January, for **TEACHER OF SCIENCE** (Scale 1) at this 13 - 18 upper school. Sixth form work in Chemistry/Physics available for suitably qualified candidate.
Applications by letter as soon as possible to the Headmaster at the school, including a stamped addressed envelope and curriculum vitae. (08066) 134822

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
HAINAULT HIGH SCHOOL
Manford Way, Chigwell IG7 4JF
Tel: 01-500 2254
Head: J.I. Westbury, M.Ed., Dip.Th.
Required for September 1985: a teacher of Chemistry to C.S.E. and 'O' level and of General Science as required at this 11 - 18 Comprehensive School.
The post is on Scale 1 with Outer London Allowances.
Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcome.
Please apply in writing to the Head as soon as possible, giving full details including the names and addresses of two professional referees. (12117) 134822

SANDWELL
METROPOLITAN BOROUGH COUNCIL
Required for September 1985
ALEXANDRA HIGH SCHOOL
(11 - 18 Comprehensive)
GENERAL SCIENCE - Scale 1
To work in Lower school. Possibility of some work in Physics, Chemistry or Biology to Upper School.
GENERAL SCIENCE - with some biology - Scale 1
Part time considered. Temporary during maternity leave.
Letters of application for the above two posts stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to Head Teacher, Alexandra Road, Tipton, West Midlands.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (11841) 134822

STAFFORDSHIRE
CHASE TERRACE HIGH SCHOOL
Bridge Cross Road, Chase Terrace, Nr. Lichfield WS7 8DS
Required for September, 1985 graduate BIOLOGIST to teach initially to 16plus/GCE level. Ability to offer Chemistry will be welcomed.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership desirable.
STAFFORDSHIRE COUNTY COUNCIL. (19199) 134822

SUFFOLK
COUNTY COUNCIL
CHANTRY HIGH SCHOOL
Mallard Way, Ipswich IP2 9LR
11 - 18 mixed comprehensive roll 1613
Required September 1985, **TEACHER OF SCIENCE** Scale 1 to teach across the full ability range. Interest in Chemistry desirable. Temporary post considered, premanent post available.
Apply immediately by letter with curriculum vitae and the names and addresses of two referees to the Head at the school. (11835) 134822

SURREY
COUNTY COUNCIL
FARNHAM HEATH END SCHOOL
(8 f.e. 12 - 16 mixed comprehensive)
BIOLOGY OR PHYSICS AND/OR CHEMISTRY (Scale 1)
Required for second department. Possible two posts, one for one year.
Details Farnham 723645. (08927) 134822

SURREY
EDUCATION COMMITTEE
EPSOM HIGH SCHOOL
Longmead Road, Epsom, Surrey
13 - 18 Mixed Comp. 780 including 100 6th Form
Required September 1985 to August 1986, temporary Scale 1 teacher of PHYSICS up to 'A' level for the academic year to cover a period of secondment.
Further details and application forms from the Headteacher, Tel: Epsom 40288. (11867) 134822

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF CHEMISTRY Scale 1
Required for September 1985, to join the Science Department team of 14 staff. Ability to teach up to 'A' level work required. 'A' level work available for suitably qualified candidates.
For further details and an application form, contact the Head Teacher, T.P. Riley Comprehensive, Lichfield Road, Bloxwich, Walsall. Tel: Bloxwich 76644.
Completed application forms required by return of post.
Applications from employees of the G.L.C. and M.C.C.'s with relevant experience will be welcome.
Walsall is an Equal Opportunity Employer. (17009) 134822

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEYTON MANOR HIGH SCHOOL
Capworth Street, London E10
Head: Miss J. Brown
Required for September,
SCIENCE TEACHER SCALE 1 (plus Outer London and Social Priority Allowances) required in this comprehensive school for girls aged 11 - 14 years (405 on roll) to teach Integrated Science throughout the age and ability range, with ability to offer Physics would be an advantage.
Send letter of application CV and names and addresses of two referees to the Head Teacher.
Tel: 01-556 5552. (19153) 134822

Social Studies

Scale 1 Posts

BEXLEY
LONDON BOROUGH
BEXLEY TECHNICAL HIGH SCHOOL FOR GIRLS
Townley Road, Bexleyheath, Kent DA6 7AB
Roll 890
Tel: 01-304 8311
Required for September 1985, or as soon as possible, a Social Studies graduate, Scale 1, to teach the subject to G.C.E. 'O' and 'A' level in this girls' selective school. An ability to offer Geography, History or a course in Understanding British Industry would be an advantage.
Applications by letter to the Headmistress as soon as possible. (17106) 135032

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive mixed, 11 - 18. Roll: 1430
From September: Teacher of Social Studies (Scale 1) from Autumn Term. Ability to teach 'O' and/or 'A' level Sociology essential. Applications invited from newly qualified teachers.
Application form and further details (sae please) from the Headmaster. (08053) 135032

EAST SUSSEX
HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive mixed 11 - 18. Roll: 1430
From September: TEACHER OF SOCIAL STUDIES (Scale 1) to teach up to GCE level. Ability to teach 'O' and/or 'A' level Sociology essential. Applications invited from newly qualified teachers.
Application form and further details (sae please) from the Headmaster. (08053) 135032

HARINGEY
Progress with Humanity
FORTISMERE SCHOOL
Avenue Road, London N10 3HP
Headmaster: A.M. Nixon, M.A.
A large mixed comprehensive school which opened in September 1984 in modern buildings, with pupils of all abilities, including 250 students in the sixth form.
Required September 1985, a Teacher of SOCIAL SCIENCES, Scale 1.
A well qualified Teacher of Social Sciences is sought for a permanent post teaching Sociology and Social Studies to 'O' level and CSE level to the 14 to 18 age-range. The ability to teach Economics and Politics in the sixth form would be an advantage.
The post is suitable for both experienced teachers, for whom a Scale 2 post of responsibility might be available, and for applicants seeking their first appointment.
Social Studies forms part of the curriculum for virtually all 4th and 5th Year students and large numbers study Sociology and Politics in the 6th form, especially to GCE Advanced Level.
Applications forms should be returned with a professional testimonial as soon as possible and not later than Monday 29 July, stating availability for interview during July and August.
London Allowance £1,083 payable.
Removal Expenses - 100% allowed in approved cases.
Haringey is an equal opportunity employer. (08078) 135032

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON 18 AN EQUAL OPPORTUNITY EMPLOYER
RAVENSWORTH MANOR HIGH SCHOOL
Bettie Way, Mitcham, Surrey CR4 1BP
Tel: 01-764 5112
Head Teacher: Mr. D.N. Gilon, M.A.
Age Range: 13 - 18 years
No. on Roll: 780
Required temporarily one term teacher of Social Studies.
Closing date: as soon as possible.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08947) 135022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON 18 AN EQUAL OPPORTUNITY EMPLOYER
WILLOWS HIGH SCHOOL
Central Road, Morden, Surrey SM4 5RE
Tel: 01-648 4903
Head Teacher: Miss W.H. Elkin, B.Sc.
Age Range: 13 - 18 years
No. on Roll: 500
Required Autumn Term, Graduate Teacher of Sociology.
Closing date: as soon as possible.
Application forms and further particulars of the post available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08949) 135023

NEWHAM
LONDON BOROUGH OF NEWHAM
SARAH BONNELL SCHOOL
Deanery Road, London E15 4LP
Head Teacher: Mrs. C.B. Caudrill
Number on roll: 1050 approx.
TEMPORARY TEACHER OF SOCIOLOGY (To cover maternity leave) Scale 1
Required November 1985. The post will include examination classes for 'O' Level Sociology and C.S.E. Social Studies and interest in non-examination Social Education throughout the school is essential.
Allowance £1,038 plus Social Priority Allowance.
Attention turned further particulars (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 23rd July 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (12103) 135022

SOLIHULL
EDUCATION COMMITTEE
SCALE 1 GRADUATE TEACHER OF ECONOMICS AND SOCIOLOGY/SOCIAL STUDIES
For further details and Secondary Economics, Scale 1 section. (08065) 135022

Speech and Drama

Scale 1 Posts

ESSEX
WEST HATCH HIGH SCHOOL
High Road, Chigwell
Tel: 01-504 8216
(Roll 1087)
DRAMA TEACHER, Scale 1
Required September, 1985, full-time Teacher across the age range. CSE and 'A' level Theatre Arts available for qualified candidate.
Apply to Headteacher (foolscap s.a.e. please). (08005) 135225

Other than by Subject Classification

Scale 1 Posts

AVON COUNTY
FILTON HIGH SCHOOL
New Road, Stoke Gifford, Bristol BS12 6QT
Required for September 1985, temporary full-time Teacher of English and Drama. Fixed term contract for one year. Ability to teach English to 'A' level essential. Applicants must be prepared to act as tutor to a mixed ability group in a well-established House system.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (19331) 135622

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE BUCKPOOL SCHOOL
Stourbridge Road, Wordsley, Stourbridge, West Mids. DY8 5SP
(12 - 16 co-ed. comp. Group 10)
For September, temporary **TEACHER OF GENERAL STUDIES** (Scale 1) for one year. Further details available from School (Brierley Hill 76755 or 73444).
Letters of application with c.v., and naming two referees, stating main teaching subject(s) to be received immediately.
Headmaster: J.R. Hall, M.Ed.

LONDON SW6
THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX
Tel: 01-385 0102
The School is a voluntary-aided, mixed, 11 - 18 secondary school in the trusteeship of the Fathers of the London Oratory. There are 1100 boys and 50 girls in the school, including over 270 pupils in the sixth form who are only admitted to the sixth form.
Required for September 1985:
(1) Part-time (0.5) teacher of Italian
(2) Part-time (0.5) teacher of Italian to O level with the possibility of some A level work.
Applicants should submit a full curriculum vitae, naming two referees, to the Headmaster. (17196) 135632

LONDON
ST. PAUL'S R.C. (SM)
Wickham Lane, SE2 0XX
Tel: 01-311 3868
(Roll 545)
Headteacher Mr. A.E. Scanlon
Drama
Required for September (Scale 1) teacher capable of teaching a range of subjects to a first year tutor group. Eng. H.E. Hist. Geog. The post requires an enthusiastic and versatile person able to work as part of a team who can help children adapt to the secondary school at the same time giving them a firm foundation in their secondary school studies.
The school is well disciplined and over-subscribed with a good academic intake. Situated on a pleasant wooded area on the borders of London and Kent.
(08594) 135622

NEWHAM
LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Head Teacher: P.A. Knye
Number on roll: 1040
Temporary Teacher of Social and Religious Education (one year) Scale 1
Required: September 1985. A teacher of Social and Religious Education is required for the autumn term to assist in a successful and well organised department. It is hoped successful candidate will be expected to teach a wide range of sex and ability. Applicants are welcome to visit the school by appointment with the Headteacher.
London Allowance £1,038.
Application forms/further particulars (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 23rd July 1985.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (12103) 135022

Technology

Scale 1 Posts

WILTSHIRE
EDUCATION COMMITTEE
THE RIDGEWAY SCHOOL
Ivery Road, Wroughton, Swindon, Wilts. SN4 9NH
Required for September 1985 in this well established purpose-built mixed 11 - 18 comprehensive school with 1040 on roll.
Two posts are vacant in the Faculty of Science and Technology, due to promotion:
A teacher of TECHNOLOGY Scale 1. Whilst craft skills and resourcefulness to date is sought with the understanding and enthusiasm for the encouragement of problem-solving by design.
A teacher of CDT Scale 1 with a practical interest in multi-skills work in pre-vocational courses for children 14 - 18 year olds (CGLI 365 and CPVE).
Tim specifications for the posts are available from the Head Teacher at the above address.
Please enclose stamped addressed envelope. (08947) 135032

NORTHAMPTONSHIRE
KINGSTHORPE UPPER SCHOOL
Boughton Green Road, Northampton NN2 7AF
TEACHER OF MUSIC AND DRAMA - Scale 1
(See under Music Section). (08306) 135222

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for Autumn Term, 1985
LOWTON HIGH SCHOOL
Newton Road, Lowton, Warrington WA3 1DU
Tel: Leigh 603410
11 - 16 mixed comprehensive
DRAMA Scale 1
Application forms and further particulars available from and returnable to the Headteacher at the school (s.a.e. please) about 24 June, if possible. Ref. 428.
(15025) 135222

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BUTTERSHAW UPPER SCHOOL
Bovey Road West, Bradford BD6 3PX
16 form entry, 13 - 18 co-educational comprehensive school
1,500 on roll
Required for the 1st September 1985, a suitably qualified teacher for the post of Teacher of Social Studies and Personal and Social Development, Scale 1
This is an important and challenging part of the schools new curriculum. New provisions exist including a Careers Office and extensive computer facilities. The post provides an excellent opportunity for a lively and enthusiastic teacher with initiative and interest in this developing aspect of education.
Further details and application forms can be obtained from the Head Master at the school, should interested applications letter that to him not later than the 24 July 1985.
Reference: ET 7585/STES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (08906) 135622

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
BUTTERSHAW UPPER SCHOOL
Bovey Road West, Bradford BD6 3PX
16 form entry, co-educational comprehensive upper school for 1,550 pupils on roll aged 13 to 18 years
Required for September 1985, a teacher of English and Modern Languages (Scale 1 plus SPA) for a temporary one year post terminating in August 1986.
The vacancy arises from secondments of permanent members of staff. The successful candidate will be required to teach English up to 16plus level and French to the third year pupils. Expertise in Spanish or German would be an advantage, but is not essential.
Further details and application forms (sae please) from the Headmaster, Buttershaw Upper School, Bovey Road West, Bradford BD6 3PX, to whom completed forms should be returned by 24 July 1985.
Reference: ET 7880S/TES.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability unless otherwise stated. (08907) 135622

LONDON
THE LONDON ORATORY SCHOOL
Seagrave Road, London SW6 1RX
Tel: 01-385 0102
The School is a voluntary-aided, mixed, 11 - 18 secondary school in the trusteeship of the Fathers of the London Oratory. There are 1100 boys and 50 girls in the school, including over 270 pupils in the sixth form who are only admitted to the sixth form.
Required for September 1985:
(1) Part-time (0.5) teacher of Italian to O level with the possibility of some A level work.
Applicants should submit a full curriculum vitae, naming two referees, to the Headmaster. (17196) 135632

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for Autumn Term, 1985
ORRELL ST. JOHN RIGBY RC SIXTH FORM COLLEGE
Gathurst Road, Orrell, Wigan WN5 0LJ
BIOLOGY Scale 1
Ability to teach 'A' level Biology.
Temporary one year appointment.
Application forms and further particulars available from and returnable to the Headteacher (s.a.e. please) should be returned as soon as possible. Ref. A28. (13024) 140022

Sixth Form and Tertiary Colleges

Scale 1 Posts

CHESHIRE
EDUCATION COMMITTEE
WIDNES SIXTH FORM COLLEGE
Cronton Lane, Widnes, Cheshire WA8 9AW
Required September, specialist ECONOMIST to teach the subject to A and S levels. The subject is growing in popularity and staffing is being increased accordingly. Interest in the future development of related subjects such as Accounts or Business Studies would be an advantage.
This Scale 1 post could be permanent or for one year.
Applicants by letter, including C.V. and details of referees, to the Principal as soon as possible. 140028

DORSET
WEYMOUTH COLLEGE
LECTURER 1
Are subject/element under Colleges of Further Education. (17047) 140022

HAMPSHIRE
QUEEN MARY'S COLLEGE
Cliddesden Road, Basingstoke, Hampshire RG21 3HF
(1100 mixed) Scale 1
Required September 1985 in this comprehensive sixth form college, graduate to teach Economics and/or Business Studies. All staff are appointed as personal tutors as well as subject teachers.
G.A.E. for details to the Principal, Queen Mary's College, Cliddesden Road, Basingstoke, Hampshire RG21 3HF. (08911) 140032

SURREY
EDUCATION COMMITTEE
ESHER COLLEGE
Watson Grove Road, Thames Ditton, Surrey
Adult and Day Access Sixth Form College (700 students)
Required September for 1 term in the first instance, GEOGRAPHY teacher, Scale 1, to teach O and A levels and CSE.
Please apply by letter to the Principal as soon as possible. (15082) 140022

WIGAN
METROPOLITAN BOROUGH OF WIGAN
Required for Autumn Term, 1985
ORRELL ST. JOHN RIGBY RC SIXTH FORM COLLEGE
Gathurst Road, Orrell, Wigan WN5 0LJ
BIOLOGY Scale 1
Ability to teach 'A' level Biology.
Temporary one year appointment.
Application forms and further particulars available from and returnable to the Headteacher (s.a.e. please) should be returned as soon as possible. Ref. A28. (13024) 140022

Special Education

Deputy Headships
Second Masters/ Mistresses

BERKSHIRE
RAVENSWOOD VILLAGE
and
CENTRE OF SPECIAL EDUCATION
DEPUTY HEADTEACHER Group 4B
The Ravenswood 'Agnes Lewson' School is a Residential Independent Special School for pupils with severe learning difficulties. It is linked with both Bairnsdale College of Higher Education and King's College Medical School and provides lifelong care and education.
We are seeking a competent, caring professional with:-
an appropriate qualification in the education of pupils with learning difficulties.
ability to use audio-visual aids and microcomputers.
an interest in staff training.
Application form and further details from The Headteacher, Ravenswood Village, Crowthorne, Berkshire RG11 6BQ or Telephone 0344 773131. (08899) 140016

WEST SUSSEX
RE-ADVERTISEMENT
WESTERN AREA EDUCATION OFFICE
Ambassador House, Crane Street, Chichester PO19 1PP
Scale 2 Teacher required January 1986 to take charge of a support class for children with speech and language disorders, attached to a county primary school in Chichester serving the town and surrounding area.
Form and details from Area Education Officer at above address. (12181) 160030

Scale 2 Posts and above

EALING
LONDON BOROUGH
Part-time Peripatetic Remedial Teacher required for September 1985 (4 half-days). The post would be within the Acton/Ealing Education Centre in the first instance serving individual children with reading problems mainly coming from the Middle and Senior Schools. Candidates should be experienced Remedial Teachers with further training if possible.
Salary Scale II pro rata and London Allowance of £1,038 per annum payable.
Application forms available from the Chief Education Officer, London Borough of Ealing, Hadley House, 79-81 Uxbridge Road, Ealing, London W13 3BJ (SAE) to be returned by 26 July 1985.
Further details may be obtained from Mrs C. Smith (01-992 7825). (11809) 160020

NORFOLK
DEPUTY HEAD
Required for
THE JOHN GRANT MIDDLE SCHOOL
Caister-on-Sea, Great Yarmouth
(Group 5B)
Required for January, 1986, a suitably qualified and appropriately experienced teacher at this school for children with severe learning difficulties. An additional specialist qualification will be an advantage.
Application forms and further details may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Education Department, Room 32, County Hall, Norwich NR1 2DL. Previous applicants will automatically be considered.
Closing date: 26th July 1985. (15017) 160012

SANDWELL
METROPOLITAN BOROUGH COUNCIL
CHILD PSYCHOLOGY SERVICE
Special Educational Needs Advisory and Support Service
Required as soon as possible:
ADVISORY AND SUPPORT TEACHER (SENS Scale A.
Applications invited from teachers with at least five years teaching experience and an appropriate qualification at degree, Diploma or Certificate obtained as a result of one year full time study at a University or College of Higher Education.
The service which provides comprehensive support to children with special needs in Primary, Secondary and Special Schools is also involved in compensatory education and projects in social priority areas.
Application forms and further details from Director of Education, Education Department, P.O. Box 41, West Bromwich, West Midlands B70 8RG. Closing date 16th July 1985.
An equal opportunity employer. Canvassing of members of the authority will disqualify. (11813) 160020

BURNLEY
BURNLEY TOWNELEY HIGH
Towneley Homes, Burnley. (1103 on Roll. Co-ed 11-16)
1st September 1985.
SCALE 1 – FRENCH AND ENGLISH

BURNLEY WALSHAW HIGH
Eastern Avenue, Burnley. (943 on Roll. Girls 11-16)
1st September 1985.
SCALE 1 - P.E./GEOGRAPHY
Application forms for the TWO ABOVE POSTS ONLY available from/returnable to The District Education Officer, 14, Nicholas Street, Burnley. SAE please. (14929)

Lancashire County Council
An Equal Opportunities Employer.

The following are required for the dates stated and the closing date is 25th July 1985.
Secondary Schools
Unless otherwise stated, forms/further details from/to the Headteacher at the School SAE please.

LANCASTER ROYAL GRAMMAR
East Road, Lancaster. (850 on Roll. Boys. 250 in 6th form)
1st September 1985 or 1st January 1986.
SCALE 1 – GRADUATE TO TEACH GEOGRAPHY AND ENGLISH TO 'O' LEVEL EXTRA CURRICULAR ACTIVITIES SUCH AS RUGBY, C.C. FOR BOARDING HOUSE DUTIES AN ADVANTAGE. POST MAY BE FULL OR PART TIME. SCALE 2 MAY BE AVAIABLE FOR EXPERIENCED TEACHER TO TAKE RESPONSIBILITY FOR ROWING.

RHYDDINGS COUNTY HIGH
Haworth Street, Oswaldstwhile. (1055 on Roll)
1st September 1985 or as soon as possible.
3 POSTS
(1) SCALE 1 – PHYSICS WITH SCIENCE/ MATHEMATICS
(2) – SCALE 1 – DRAMA WITH ENGLISH
(3) – SCALE 1 – ENGLISH THROUGHOUT THE SCHOOL

BURNLEY TOWNELEY HIGH
Towneley Homes, Burnley. (1103 on Roll. Co-ed 11-16)
1st September 1985.
SCALE 1 – FRENCH AND ENGLISH

BURNLEY WALSHAW HIGH
Eastern Avenue, Burnley. (943 on Roll. Girls 11-16)
1st September 1985.
SCALE 1 - P.E./GEOGRAPHY
Application forms for the TWO ABOVE POSTS ONLY available from/returnable to The District Education Officer, 14, Nicholas Street, Burnley. SAE please. (14929)

City of Birmingham Education Department

Secondary Teaching Posts

Applications are invited from newly qualified and experienced teachers for Scale 1 posts available from September 1985 in a number of the City's Secondary Schools. The vacancies are in the following subject areas:

Business Studies
Computer Studies
English
Home Economics
Mathematics
Modern Languages
(French, Spanish, German. Ability to speak French and one of the other languages would be an advantage)
Music
Science
(Physics, Chemistry, Biology, General Science)

Letters of application with a full c.v. should be sent as soon as possible to:
The Chief Education Officer, City of Birmingham Education Department, Schools Division (Room 311), Education Office, Margaret Street, Birmingham, B3 3BU.
Applications must be received by 18th July 1985 at the latest.
An Equal Opportunities Employer.

BIRMINGHAM CITY COUNCIL

SECONDARY

CDT AE/173/32
Scale 1
MODERN LANGUAGES (French + German) AE/182/33
Scale 1
Bennerley School, Bennerley Avenue, Ilkeston, Derbyshire DE7 8PG (Ilkeston 326736)
(11-16 NOR 671)

* * * * *

PE (Boys) DS/279/35
Scale 1/
Homelands School, Village Street. Derby DE3 8DF.
(Derby 767666)
(11-18 NOR 1097)

* * * * *

MATHEMATICS DS/281/35
Scale 1 (possibility of Scale 2 for suitable applicant)
Berrrose School, Uttoxeter Road. Derby DE3 3HU.
(Derby 366711)
(11-18 NOR 1109)

* * * * *

BIOLOGY (with some physical science) NE/132/34
Scale 1 (Temporary 1 September 1985 - 31 August 1986)
Eckington School, Dronfield Road, Eckington, Sheffield S31 9BR. (Chesterfield 432849)
(11-18 NOR 1375)

* * * * *

HOME ECONOMICS HW/124/33
Scale 1 (Temporary 1 September 1985 - 31 August 1986)
St Thomas More RC School, Palace Fields, Buxton, Derbyshire SK17 6AF (Buxton 3197)
(11-16 NOR 264)

* * * * *

Application forms and particulars (SAE please) from Headteachers, to be returned as soon as possible.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.

DERBYSHIRE County Council

County of Cleveland

An equal opportunities employer.
All posts are for September, 1985. Applications by letter in the first instance, to the Head Teacher at the school as soon as possible, should include details of education, training, qualifications and experience, together with the names and addresses of two referees. Financial assistance with household removal expenses may be available in certain cases.

SECONDARY SCHOOLS

DYKE HOUSE SCHOOL, (11-16 mixed comprehensive, 1218 on roll), Mapleton Road, Hartlepool, Cleveland TS24 8NQ (Telephone Hartlepool 66377).

SCALE 1 GEOGRAPHY
SHEARTON GRANGE SCHOOL (11-16 mixed comprehensive). Applications to the Head Teacher Designate, Sheraton School, Ketton Road, Stockton, Cleveland TS19 8BU (Telephone Stockton 615221).

SCALE 1 HISTORY/GEOGRAPHY
Two posts are available for teachers with a good background in Humanities to join a faculty offering integrated courses as well as History and Geography to 'O' level.
HUSTLER SCHOOL, (11-16 mixed comprehensive, 891 on roll), Hall Drive, Acklam, Middlesbrough, Cleveland TS5 6JY (Telephone Middlesbrough 813801).

SCALE 1 MODERN LANGUAGES
To teach French and German in Years 1-3, and one of these in Years 4 and 5.
NEWLANDS SCHOOL F. C. J. (11-16 mixed comprehensive, 855 on roll), Sallersgill Avenue, Middlesbrough, Cleveland TS4 3JW (Telephone Middlesbrough 823311).

SCALE 1 CRAFT, DESIGN AND TECHNOLOGY
A suitably qualified teacher for one year only for this Catholic School. Applicants must be able to contribute to the development of Design Based work and also Technology.
Ability to teach Mathematics in Lower School would be a definite advantage.

SPECIAL EDUCATION
continued

BROMLEY
LONDON BOROUGH OF BROMLEY

MARJORIE McCLURE SCHOOL
Hawes Lane,
Chislehurst, Kent BR7 5PS

Required from 11th September 1985 an autistic Speech Teacher for a small class of thirteen year old physically handicapped pupils. Temporary appointment for the duration of a teacher's maternity leave.

The post will be suitable for a teacher with either Upper Junior school or Lower Secondary school experience. Knowledge of computer education would be an advantage; previous experience in special education is not essential. Scale 1.

Application forms and further details are available from the Headmaster at the school please send a s.a.e. to whom completed forms should be returned by 19th July 1985. (08942) 160022

HAMPSHIRE
PITMORE SCHOOL
Winchester Road, Chandler's Ford
Teacher Required January 1986
Residential Senior M.L.D. School
To take a class of 12/13 year old boys for basic subjects and either Horticulture or Environmental Studies throughout the School.
Letter of application with full curriculum vitae, names and addresses of two educational referees and s.a.e. to Head.
Closing date 30th August 1985. (12115) 160022

HOUNSLOW
See display under Primary Scale 1. (13657) 160022

HOUNSLOW
THE PARKWAY SCHOOL
High Street, Cranford,
Hounslow, Middx.
Tel: 01-759 1805/6
Headteacher: Mr R.H. Benson, B.Ed.
Required from September 1985 or as soon as possible thereafter, a Scale 1 Teacher plus S.S.A to work in the Primary Department of this all-age school for some 70 children with behavioural/emotional/learning difficulties.
This post may be suitable for a newly qualified teacher. Additional information is available on request.
Application forms available from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN to whom they should be returned within 14 days of this advertisement. Please enclose s.a.e. (foolscap).
LONDON ALLOWANCE: £615 pa
WE ARE AN EQUAL OPPORTUNITY EMPLOYER
(17132) 160022

KENT
THOMAS DELARUE SCHOOL
Tonbridge, Kent TN11 9NP
TEACHER OF THE DEAF
A qualified teacher of the deaf with a knowledge of augmentative aids systems is required. There are twelve students with varied hearing losses who require support, both in hearing classes and for individual and small group work.
This vacancy is as a result of maternity leave. The Teacher of the Deaf post has the possibility of becoming permanent.
The post is on Burnham Scale 1 plus Special School allowance. There is a Scale II post for a well qualified and experienced candidate.
Applications and further particulars from the Headmaster. (17135) 160022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

BEAUMONT LEYS SCHOOL
Asmire Lane, Leicester
LE4 0FL

(11 - 19 Secondary)
Roll 1100

SPECIAL EDUCATIONAL NEEDS Scale 1

Required August for one year, teacher for lively and expanding Special Needs Department. Applicants should preferably have training or experience in working with pupils with Special Educational Needs.

Please contact the Headteacher for further details and application forms (SAE). (17022) 160022

LINCOLNSHIRE
SPILSBY ERESBY SCHOOL
Eresby Avenue, Spilsby, Lincs.
(Grade 4 (SR) 141)
Required as soon as possible: enthusiastic teacher sought who is sympathetic to the educational needs of children with serious learning difficulties including emotional/multiple handicap and is able to make a positive contribution to the development of the school curriculum. Experience or training in Infant/Junior education desirable. Scale 1 plus 2sA.
SAE to Head for form and details.
Closing date 26th July 1985. (17017) 160032

LONDON
PART-TIME QUALIFIED/EXPERIENCED TEACHER
Required for September 1985 for small groups of children with severe mental and physical handicap.
Apply by 22nd July 1985 to Hornsey Centre for Handicapped Children, 26A Dukes Avenue, Muswell Hill, London N10 2PT. Tel: 01-444 7241. (08455) 160022

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
MERTON IS AN EQUAL OPPORTUNITY EMPLOYER
CAMBRIDGE HOUSE SCHOOL
188 Penys Road, London SW20 9NP
Tel: 01-946 9736
Head Teacher: Mr. C. Gibson, B.Ed.
Age Range: 5 - 11 years
No. on Roll: 30
A Class Teacher for groups of mixed ability, junior age and children with emotional difficulties. Scale 1 plus London Allowance.
Closing date: as soon as possible.
Application forms and further particulars of the post available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (08656) 160022

NORTHAMPTON
ST. ANDREW'S HOSPITAL
EDUCATION DEPARTMENT

Required for Autumn 1985, qualified teacher to work with adolescent/adult patients in our Behaviour Modification Unit. Interest/experience necessary in teaching Literacy, Numeracy, Basic Skills and catering for Special Needs.

Scale 1 plus 3SA plus St. Andrew's allowance and benefits.

Letters of application, 2 referees and CV one format to Director of Education, St. Andrew's Hospital, Northampton NN1 5DG, from whom further information can be obtained. (Please please). (08581) 160022

Independent Schools

Headships

GWENT
HAILEDASHERS' MONMOUTH SCHOOL FOR GIRLS
Monmouth, Gwent
The Head Mistress, Mrs. P. M. Thomas, will be retiring in September 1986.
The Governors will be inviting applications for this appointment in August 1985. (12346) 180010

WORCESTERSHIRE
EVENDINE COURT
PRINCIPAL
Evendine Court, situated in superb countryside, is an independent residential College founded in 1856. It offers one year courses for 80 post 'O' level students in Cordon Bleu Cookery, Home Economics and Secretarial Studies, together with a wide selection of other subjects.
The present Principal is retiring in July 1986 after 10 years during which time the College has grown substantially.
Full particulars may be obtained from the Clerk to the Council, Evendine Court, Evendine Lane, Colwall, Malvern, Worcestershire.
Applications with names, addresses and telephone numbers of two referees must be received by 5th August, 1985. (15016) 180010

By Subject Classification

Art and Design

Other Assistants

CORNWALL
THE DUCHY GRAMMAR SCHOOL
Treyew, Truro, Cornwall TR3 6JH
Independent Co-educational Day and Boarding
Required in September 1985:
Part-time ART TEACHER capable of teaching 'O' and 'A' level Art and Pottery.
Apply in writing to The Headmaster enclosing a current c.v. and the names of two referees. (08598) 181924

Classics

Other Assistants

KENT
BENENDEN SCHOOL
Cranbrook, Kent TN17 4AA
(Independent; 390 girls 11 - 18)

Required for one term only, in January 1986, university graduate to teach LATIN throughout the school and CLASSICAL CIVILIZATION in the Sixth Form. Burnham Scale and Government Superannuation. Non-resident but accommodation may be available.

Apply in writing to the Headmistress as soon as possible giving names, addresses and telephone numbers of three referees. (12671) 181624

English

Other Assistants

EAST SUSSEX
Teacher for Junior class required, September 1985, having specific learning difficulties (Dyslexia) small classes and 7/8. Girls and 10 boys games an advantage. Single accommodation can be available. School in 7 miles N W of Rye and some 50 from London, rural setting. Burnham Scale. This post would suit newly qualified teacher.
Apply with C.V. and two referees to Headmaster, Brickwall House, Northiam, Rye, Sussex. (08067) 182424

SUMMER SCHOOL: Graduate over 25s to teach English mid-July August. Tel: 04203 3545. (15075) 182424

Geography

Other Assistants

BEDFORD
BEDFORD SCHOOL
Following an appointment to Head of Department, a graduate GEOGRAPHER is required for the Easter and Summer Terms of 1986. This is a temporary post, although the successful applicant will also be considered for a permanent post in the Department from September 1986.
The teaching will include work at both Ordinary and Advanced Levels, and an ability to help with extra curricular activities would be welcome. Bedford School salary scale.
Further details may be obtained from the Headmaster, Bedford School, Burnaby Road, Bedford MK40 2TU to whom applications should be made, together with details of qualifications and experience and the names of two referees. (15790) 182624

KENT
TONBRIDGE SCHOOL

HMC School for Boarding and Day boys aged between 13 to 18

Qualified good honours graduate required in September 1985 for a one year part time post teaching 11 to 15 periods of Geography up to 'O' level and throughout the School.

Salary is Burnham plus with the possibility of accommodation.

Applications with a full curriculum vitae and the names and addresses of referees should be made to the Headmaster, School House, Tonbridge, Kent TN9 1JP as soon as possible. (08503) 182624

SURREY
ROYAL BALLET SCHOOL
55 Talgarth Road, Barons Court, London W14 0DR
Required for September 1985 a young graduate teacher of GEOGRAPHY to teach one subject up to O Level/CSE. Candidates should offer a second subject. The post could involve a residential House Tutorship and is particularly suited to a newly-qualified teacher.
Details and an application form available from the Academic Principal. (08133) 182624

Mathematics

Other Assistants

GLOUCESTERSHIRE
CHELTENHAM LADIES' COLLEGE
Cheltenham

Required for January 1986, an experienced, well qualified graduate to teach Mathematics throughout the school, the timetable to include a considerable sixth form content in both Pure and Applied. Previous applicants need not re-apply.

Please apply to The Principal, Cheltenham Ladies' College, Bayshill Road, Cheltenham GL50 3AZ, giving full curriculum vitae and the names and addresses of two referees. (08801) 183484

LONDON
JOHN WYCLIFFE SCHOOL
126 Thurlow Park Road, West Dulwich, London SE21
Required September, a graduate teacher to teach Mathematics and Computing to C.S.E. and O' level in a small co-educational secondary school.
Burnham Scale 1 and Government Superannuation.
Please apply The Principal, stating subsidiary subject, curriculum vitae and names of two referees. (03857) 183484

LONDON
DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BS
Required for September, a teacher of Mathematics for a full-time permanent appointment. Most students are preparing directly for the 'A' level examination.
Please write to the Principal enclosing a curriculum vitae and references. (13363)183484

Modern Languages

Other Assistants

LONDON SE3
Required for September 1985, French teacher up to 'O' and 'A' Level in Upper School of small independent boys' day and boarding school.
Please contact Christ's College, Blackheath SE3. 01-858 0692 for application forms. (08118) 183624

CHARMANDEAN SCHOOL
Near Buckingham

APPOINTMENT OF HEAD

Applications are invited for the Headship of this small independent boarding and day school for girls aged 8-18. Salary Group 4.

Application form and details of the post may be obtained from:

The Principals,
Charmandean School,
Lillingstone Dayrell,
Buckingham MK18 5AN. (19179)

ST. HELEN'S SCHOOL
NORTHWOOD

Appointment of Head

Applications are invited for the post of Head of this Independent Boarding and Day School for Girls on the retirement of the present Headmistress in August 1986.

There are 850 pupils between the ages of 5 and 18. The School aims to develop the individual personality and potential of all its pupils. It has a high academic record, a large Sixth Form and a strong community spirit.

Further details and application form may be obtained from the Secretary to the Council, St. Helen's School, Northwood, Middlesex HA6 3AS. The closing date for applications will be Thursday 3rd October 1985. (18607)

ST. LEONARDS SCHOOL

Computing

An enthusiastic honours graduate is required for September 1985 or January 1986 to assist in the full-time teaching of Computing throughout the school in a lively, well-established and expanding Computing Department.
The school is extremely well equipped, with 20 BBC and 6 Comart CP200 microcomputers and a Computer Centre comprising two laboratories.
Ability to develop and teach courses in Information Technology, O-level Computer Studies, Keyboard Skills or Control Technology would be an advantage.
This post would be suitable for either an experienced teacher of computing or a teacher of an allied subject, such as mathematics or physics, with a keen interest in computing.
Applications, together with a full Curriculum Vitae and names of two referees, should be submitted to the Headmistress, St Leonards School, St Andrews, Fife KY16 9QX by July 26th 1985. (18618)

OXFORDSHIRE
ABINGDON SCHOOL
(Independent, H.M.C., 700 boys 11 - 18, Boarding and Day)
Wanted for September, or as soon as possible thereafter: Graduate Linguist to teach French and German throughout the School.
Full details and application form from: The Headmaster, Abingdon School, Oxfordshire OX14 1DE. (03599) 183624

INDEPENDENT EDUCATION
continued

SOMERSET
WELLS CATHEDRAL SCHOOL
Wells, Somerset
HMC GBA
Vacancy for September for a well-qualified teacher of French and German throughout the school. This is a temporary appointment for a year with the possibility of a permanent appointment to follow. A willingness to help with games and other extra curricular activities would be welcomed. There is the possibility of single accommodation. Scale 1 or 2 according to qualifications and experience, with addition.
For further details and application form apply to the Headmaster, Wells Cathedral School, Wells, Somerset BA5 2ST. Tel: Wells (0749) 72117. (15011) 183624

YORK
RED HOUSE SCHOOL
York
Co-educational Preparatory School
Urgently Wanted for September - Rugby playing French Teacher/s
Must be able to teach mainly French to CE and scholarship level and be willing to join in sports and the many extra curricular activities we offer. Married or single accommodation available.
Applications in writing, with the names of two referees, to The Headmaster, Red House School, Moor Monkton, York YO5 8JQ. (08447) 183624

Music

Other Assistants

BERKSHIRE
ST. MARY'S SCHOOL
Ascot
H.C. Independent boarding school for 320 girls (11 - 18)
SSA member
Required for September 1985 (or January 1986): a qualified teacher of music to assist throughout the school with class groups and individual work. Burnham scale salary.
For particulars please apply in writing to the Headmistress at St. Mary's School, Ascot, Berks. SL5 9JF. (17500) 183824

BUCKINGHAMSHIRE
WYCOMBE ABBEY SCHOOL
High Wycombe,
Buckinghamshire HP11 1PE
Required in September a CLARINET teacher for at least one day's teaching per week. Enthusiastic teacher for wide range of ability. Fees and travelling expenses.
Applications, with details of training and experience, testimonials and the names of two referees should be sent to the Headmistress. (08386) 183824

DORSET
SHERBORNE SCHOOL FOR GIRLS
Sherborne DT9 3QN
Tel: Sherborne 812245
Headmistress Miss E.M. Chaffey, M.A.
PIANO
Required for September 1985 qualified teacher of Piano. Approximately one day a week. Appropriate qualifications and experience to the Headmistress, Sherborne School for Girls, Dorset. (15791) 183824

HERTFORDSHIRE
ST. CHRISTOPHER SCHOOL
Letchworth, Herts.

Requires an enthusiastic flute teacher for 1½ days per week.

Applications to the Director of Music with the names and addresses of two referees. (08198) 183824

MIDDLESEX
HALLIFORD SCHOOL
Russell Road, Shepperton, Middx. TW17 9HX
Tel: Weilon 223503
Required for September 1985:
Teacher of Music at this Independent Co-Educational Day Boys (11 - 18). This will be a temporary appointment for one term in the first instance but the successful applicant may wish to apply for the early part of the next academic year. A number of pupils have chosen Music as an 'O' level option and there is scope for development. The successful candidate should also be willing to teach in some other area of the curriculum.
Further details may be obtained from the Headmaster (SAE please) to whom applications should be made by letter with full CV and the names and addresses of two referees, within date two weeks from the appearance of this advertisement. (12350) 183824

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Gibbs, Banbury, Oxon. OX15 5QL
Required for September, an Assistant Boys' Housemaster who can teach a part-time timetable in Modern Languages including tutorial and A-Level work in French. This is a resident post for a bachelor.
For further information telephone the Headmaster: daytime Swinliffe (0295 78) 214, evening Swinliffe (0295 78) 448. (12273) 184084

SUFFOLK
ST. JOSEPH'S COLLEGE, Ipswich
Required for September or as soon after as possible Housemaster of 14 - 16 year olds. Accommodation available for either a married couple or a single man. The Housemaster is expected to do some teaching.
C.V. and details of two references to Headmaster. (08181) 184084

Physical Education

Heads of Department

CHESHIRE
ABBEY GATE COLLEGE
Saighton Grange, Saighton, Chester CH3 6EG
Tel: Chester (0244) 332077
Expanding 11 - 18 Independent Co-Ed Day School Roll 350
HEAD OF BOYS' PE/GAMES
Required for September 1985 or January 1986. Scale 3. Ability to teach Maths an advantage.
Applications by letter as soon as possible to The Headmaster at the above address. (11856) 184818

Pastoral

Other Assistants

BUCKINGHAMSHIRE
CHARMANDEAN SCHOOL
Near Buckingham
Boarding and day school for girls aged 8 - 18
Required for Sept. 1985. An assistant teacher to be responsible for small sixth form boarding house. Ability to offer either P.E. or Geography will be of particular interest.
Applications including full C.V. and names of two referees to: The Principals, Charmandean School, Lillingstone Dayrell, Buckingham MK18 5AN. (08590) 184024

LINCOLNSHIRE
CAISTOR GRAMMAR SCHOOL
Caistor, Lincoln LN7 6QJ
V.C. Co-educational selective 11 - 18 - 365 on roll
including Boarders
Resident House Mistress needed for September 1985 for Senior Girls' Boarding House. Single/married accommodation. Teaching available, if suitable, but P.E. would be particularly helpful.
Apply by letter naming two referees as soon as possible. For further details Tel: Headmaster on 0472 851280. (11849) 184024

OXFORDSHIRE
SIBFORD SCHOOL
Sibford Gibbs, Banbury, Oxon. OX15 5QL
Required for September, an Assistant Boys' Housemaster who can teach a part-time timetable in Modern Languages including tutorial and A-Level work in French. This is a resident post for a bachelor.
For further information telephone the Headmaster: daytime Swinliffe (0295 78) 214, evening Swinliffe (0295 78) 448. (12273) 184084

SUFFOLK
ST. JOSEPH'S COLLEGE, Ipswich
Required for September or as soon after as possible Housemaster of 14 - 16 year olds. Accommodation available for either a married couple or a single man. The Housemaster is expected to do some teaching.
C.V. and details of two references to Headmaster. (08181) 184084

LONDON
ST. BENEDICT'S SCHOOL
Ealing, London W5
Part-time teachers required for September to join growing department in
CELLO/DOUBLE BASS - ½ day a week
TRUMPET/FRENCH HORN - 5 hours a week
PERCUSSION - ½ day a week
Applications with names and addresses of two referees to the Director of Music, Bryan J. Gipps. (12670) 183824

WIRRAL
P.E. TEACHER (SCALE 1)
Required for September 1985. Ability to coach main boys' games (including Saturdays), swimming and gymnastics essential. Successful applicant will also be able to offer at least one other subject up to 13 plus. Common Entrance level. Resident single or married accommodation available.
Send s.a.e. for further details and application forms as soon as possible to: Kingshead school, Hoylake, Wirral L47 6LL. Tel: 051-632 3616. (12355) 184224

Religious Education

Heads of Department

WILTSHIRE
TEMPORARY CHAPLAIN or LAY CHAPLAIN

Required in September for one term only. The post is vacant pending the arrival of a newly-appointed man in January. Accommodation available.

Apply with C.V. and names, addresses and telephone numbers of two referees to The Master, Warminster School, Warminster, Wilts. BA12 8PJ. Tel: (0985) 213038. (08970) 184418

Other Assistants

KENT
TONBRIDGE SCHOOL
SECOND CHAPLAIN

Applications are invited for the post of Second Chaplain at Tonbridge School which falls vacant in January 1986 following the appointment to Hurstpierpoint of N.F.M. Morris as Chaplain and Head of Religious Studies at Monmouth School.

Details of the post may be obtained from the Headmaster, The School House, Tonbridge, Kent TN9 1JP to whom applications, with full curriculum vitae and the names and addresses of two referees, should be submitted as soon as possible. (08604) 184424

Science

Other Assistants

KENT
ST LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(HMC. Co-ed. 320 in Sixth Form)

BIOLOGIST, either assistant or Head of Department, required for September 1985 or January 1986.

A committed Christian, able to coach main games and take responsibilities in a boys' Boarding House, across recommendations. Single accommodation available. Own salary scale.

Applications with CV and names of two referees (with telephone numbers) to the Headmaster. (08196) 184824

LONDON
ST. BENEDICT'S SCHOOL
Ealing, London W5
Required for September 1985 temporary part time/full time experienced BIOLOGY graduate, to teach up to O/Level. Salary and hours by negotiation.
Applications, with curriculum vitae, in writing giving the names of two referees to the Headmaster. (03867) 184824

LONDON
YESODEY HATORAH SCHOOL
(Boys Dept.)
Applications are invited for the position of Science Master to teach Physics and Chemistry curriculum to 'O' Level.
Please apply to Headmaster giving full C.V. and names of two referees. (15653) 184824

OXFORD
KINGHAM HILL SCHOOL
Kingham, Oxon.
S.M.A.(S., G.B.A.
Required for January 1986, a teacher to teach mainly to 'A' level. Readiness to assist in extra curricular activities essential. School a strong recommendation. Near Stow, situated between Chipping Norton and Stow-on-the-Wold in a delightful setting. Boys boarding school, ages 11 - 18. 250 in roll, many of these financed through Boarding need, by the Kingham Hill Trust or by other charities.
Apply, in first instance by a C.V. should be addressed to Headmaster, Kingham Hill School, Kingham, Oxford OX7 6TH (060-871 811). (12328) 184824

WEST SUSSEX
CURATE IN CHARGE/TEACHER
Required for September 1985. A qualified member of staff to teach Chemistry to Advanced level in this small independent boys' School. Full time teaching commitment required. Attitude accumulation available. Recently qualified applicants considered.
Please apply in writing giving the names and addresses of two referees to - The Headmaster, Slindon College, Slindon House, Slindon, Nr. Arundel, West Sussex BN18 0RH. (08600) 184824

Other Assistants

KENT
TONBRIDGE SCHOOL
SECOND CHAPLAIN

Applications are invited for the post of Second Chaplain at Tonbridge School which falls vacant in January 1986 following the appointment to Hurstpierpoint of N.F.M. Morris as Chaplain and Head of Religious Studies at Monmouth School.

Details of the post may be obtained from the Headmaster, The School House, Tonbridge, Kent TN9 1JP to whom applications, with full curriculum vitae and the names and addresses of two referees, should be submitted as soon as possible. (08604) 184424

Science

Other Assistants

KENT
ST LAWRENCE COLLEGE IN THANET
Ramsgate, Kent CT11 7AE
(HMC. Co-ed. 320 in Sixth Form)

BIOLOGIST, either assistant or Head of Department, required for September 1985 or January 1986.

A committed Christian, able to coach main games and take responsibilities in a boys' Boarding House, across recommendations. Single accommodation available. Own salary scale.

Applications with CV and names of two referees (with telephone numbers) to the Headmaster. (08196) 184824

LONDON SE21
OAKFIELD PREPARATORY SCHOOL
125/7 Thurlow Park Road,
West Dulwich, London SE21
Required September, a qualified teacher to take general subjects with the top junior form, 10/11 yr olds. Special interest in French, Games and P.E. an advantage. Salary negotiable under Government Superannuation.
Please apply, with curriculum vitae and names of two referees to: The Headmistress. (08973) 185624

LONDON
GRADUATE ENGLISH TUTORS

offering subsidiary Latin or History required Sept. for C.E., tutorial London W.8. Permanent posts, tiny classes, pupils 10 - 14 yrs. 15 - 20 hrs. weekly mornings only.

C.V. and phone no. to Box No. TES 10404, Priory House, St John's Lane, EC1M 4BX. (15785) 185624

LONDON
PARDES HOUSE GRAMMAR SCHOOL
An Independent Grammar School

Seeks the following additional teachers.

French, initially for lower school. Principal of Accounts to 'O' level Economics to 'O' level.

The salary will be approximately equal to the full Burnham Scale salary (including London Allowance) although there will be only halfday teaching involved.

Apply in writing with full C.V. to the Headmaster, Pardes House Grammar School, 250 East End Rd., London N2 8AU. (17064) 185624

Other than by Subject Classification

Other Assistants

CORNWALL
TRURO HIGH SCHOOL
Falmouth Road, Truro, Cornwall
Girls' Independent Day and Boarding School
Ages 5 - 18
Church of England Foundation
To accommodate increasing numbers in the Junior School there will be two posts vacant from September 1st, 1985.
1. Full time teacher for top Juniors (10/11 years).
2. Part-time teacher (mornings only) for transition class (8/9 years).
Candidates must be fully qualified.
Applications, including C.V. and names and addresses of two referees, in writing to the Headmistress by Friday July 19th. (03981) 185624

LONDON
YESODEY HATORAH SCHOOL
Applications are invited for the position of Science Master to teach Physics and Chemistry curriculum to 'O' Level.
Please apply to Headmaster giving full C.V. and names of two referees. (15653) 184824

OXFORD
KINGHAM HILL SCHOOL
Kingham, Oxon.
S.M.A.(S., G.B.A.
Required for January 1986, a teacher to teach mainly to 'A' level. Readiness to assist in extra curricular activities essential. School a strong recommendation. Near Stow, situated between Chipping Norton and Stow-on-the-Wold in a delightful setting. Boys boarding school, ages 11 - 18. 250 in roll, many of these financed through Boarding need, by the Kingham Hill Trust or by other charities.
Apply, in first instance by a C.V. should be addressed to Headmaster, Kingham Hill School, Kingham, Oxford OX7 6TH (060-871 811). (12328) 184824

WEST SUSSEX
CURATE IN CHARGE/TEACHER
Required for September 1985. A qualified member of staff to teach Chemistry to Advanced level in this small independent boys' School. Full time teaching commitment required. Attitude accumulation available. Recently qualified applicants considered.
Please apply in writing giving the names and addresses of two referees to - The Headmaster, Slindon College, Slindon House, Slindon, Nr. Arundel, West Sussex BN18 0RH. (08600) 184824

WORCESTERSHIRE
HANBURY HALL SCHOOL
Hanbury, Droitwich, Worcs. WR9 7EA
Required for September 1985, a qualified teacher to teach Mathematics and Computer Studies both to 'O' Level and to take charge of a flourishing Computer Department. Some help with games is essential. Resident or non-resident. Salary Burnham Scale 1 plus Residential Supplement.
Apply immediately to: The Headmaster, with full C.V. and names of two referees. (08968) 185624

Preparatory Schools

Headships

GLOUCESTERSHIRE
BRIGHTLANDS SCHOOL
Newnham, Gloucestershire (I.A.P.S.)
HEADSHIP
Written applications are invited for the headship of this independent co-educational boarding and day Preparatory school, of some 145 pupils aged 4 to 13plus. The appointment will be made for any time after 1986, the present Headmaster having to retire after 24 years due to the illness of his wife. Further details obtainable from the Secretary to the Governors. (08587) 200016

By Subject Classification

Classics

Other Assistants

SURREY
DUKE OF KENT SCHOOL
Surrey
Required for September 1985 or January 1986 a well qualified Latin teacher to take charge of the teaching of Latin throughout the School up to C.E.E. and P.S.E. levels. Ability and willingness to take part in the full life of a large co-educational boarding school is essential. Accommodation is provided.
Salary Burnham Scale 1 plus London Outer Fringe Allowance and Government Superannuation.
Applications together with C.V. and names, addresses and telephone numbers of two referees to the Headmaster, Duke of Kent School, Ewhurst, Cranleigh, Surrey GU6 7NS. Tel: Cranleigh (04483) 277 313. (08657) 201624

WILTSHIRE
CHAFYN GROVE SCHOOL
Sex: Mathematics
(15053) 201624

Mathematics

Other Assistants

HAMPSHIRE
Wanted for September 1985 or January 1986, well qualified person to teach mathematics to boys and girls aged 9 to 13. Resident or non-resident. Keenness to help with boarding school life, including coaching games, is essential.
Apply with C.V., and names of 2 referees to Headmaster, Hordle House IAPS School Trust Ltd., Hordle, Lymington, Hampshire SO41 ONW. (08969) 203494

Appointments in Scotland

SHANDON
ST. ANDREW'S R.C. LIST 'D' SCHOOL
Shandon, Near Helensburgh

HEADMASTER

Applications are invited for the above post which will become vacant on the early retirement of the present incumbent in the Autumn.

This Roman Catholic residential school provides accommodation for a maximum of 78 boys aged 14 plus on admission from Children's Hearings and the Courts. In addition, a number of non-residential pupils attend daily.

The Voluntary Board of Managers will appoint a person professionally qualified in Education or Social Work who has up to date knowledge of current trends in child care, education and community involvement, and experience in a senior promoted post.

The salary range £16,509 - £20,466 per annum, inclusive of allowances, in any case dependent on qualifications.

Applications should be made in writing to Messrs Devas, 44th July 1985 to J. McSharras & McCormick, Solicitors, Waterloo Chambers, 19 Waterloo Street, Glasgow G2 6AH. (08598) 170006

STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION – ARGYLL AND BUTE DIVISION

ISLAY HIGH SCHOOL
TEACHER OF MATHEMATICS

The post of Teacher of Mathematics in Islay High School, Bowmore, Isle of Islay, will become vacant in August 1985.

In addition to the basic salary, a remote payment, presently £303 per annum, will be paid. The cost of removal expenses to Islay will be met by the authority.

Application forms may be obtained from the Divisional Education Officer, Argyll House, Alexandra Parade, Dunoon PA23 8AJ (telephone number Dunoon 4000 ext. 51) to whom they should be returned NOT LATER THAN 26 JULY 1985.

EDWARD MILLER
Director of Education
(18007)

WELLS CATHEDRAL SCHOOL
WELLS, SOMERSET BA5 2ST
Co-educational boarding and day
HMC GBA

HEAD OF HISTORY

Vacancy for January 1986 for young well qualified graduate to teach throughout the school up to AS Level and Oxbridge entry. Salary Burnham Scale 3 with addition.
This post could be combined with that of SCHOOL CHAPLAIN for an ordained candidate. In this case there is good married accommodation available with residential emoluments.
Write or telephone Head Master for further details and application form.
Tel WELLS (0749) 72117. (19128)

UPPINGHAM SCHOOL

The School is opening a second house for Sixth Form girls in September 1986 and will be appointing a

MARRIED COUPLE
or a
HOUSEMISTRESS

to take charge of it in the course of next Michaelmas Term.

Further particulars of the post may be obtained from the Headmaster, Uppingham School, Rutland LE15 9QE, to whom all applications, including full curriculum vitae and the names of three referees, must be sent by September 30th. (18923)

PREPARATORY SCHOOLS
continued

WILTSHIRE

CHAFYN GROVE SCHOOL
Salisbury, Wilts. SP1 1LR
(Tel: 0722 3334231)

A teacher of Mathematics and/or Latin is required in September 1985 or later, to teach at this well known Preparatory School. Applicants must have qualifications required by the DES and preference will be given to candidates who can offer other interests or activities. Salaries are Burnham Scale and the DES Pension Scheme is in operation.

Applications should be made to the Headmaster, including a c.v. and the names of two referees. (15632) 203424

Physical Education

Other Assistants

SURREY

HARLEMERE PREPARATORY SCHOOL
Hill Rd., Haslemere
(A.I.P.S. Day School), 250 boys, 5 - 13 years
Burnham Scale 1 Salary.
Government Superannuation
Required for September, 1985 an enthusiastic qualified teacher to take mainly Junior Physical Education, and Games, and some Middle School Geography and Religious Knowledge.
Applications including curriculum vitae and addresses and telephone numbers of referees, should be sent to the Head, Haslemere Preparatory School. Full Job description available on request.
(08135) 204224

Science

Other Assistants

NORTH YORKSHIRE

GROSVENOR HOUSE SCHOOL
Birstwith, Harrogate HG3 2JG
Required in September SCIENCE TEACHER to teach the subject throughout the school (7 - 13 yrs.) to C.E. and P.S.S. level. The School is in the country six miles from Harrogate. There are 70 day boys and 30 boarders in the age range to be taught.
Usual Preparatory School duties. Previous prep. School experience an advantage. Graduate with relevant subject(s) for Bachelor. Burnham Scale 1/A.P.S. Pension Scheme.
Apply in writing to the Headmaster with curriculum vitae and names of referees.
(08580) 204824

EALING W5
Experienced qualified teacher required for September 1985 to assist with 5 - 7 year old department.
Apply in writing with c.v. and references to: Clifton Lodge Boys' Preparatory School, 9 Florence Road, Ealing W5 3TU. (08589) 205624

HAMPSHIRE

DANESHILL SCHOOL
Stratfield Turgis, Nr. Basingstoke, Hampshire
(IAPS preparatory co-educational day school)
For September, 1985
Qualified form teacher for 8 - 9 year olds. Subsidiary Art/Drama an advantage. Burnham Scale.
Apply to Headmistress with CV and names of two referees. (15071) 205624

LONDON N12
HOLLYMEWOOD SCHOOL
Independent Boy's Preparatory (ages 4 - 14)
Required for September, 1985 a teacher for 5 - 7 year olds.
Salary according to qualifications on Burnham Scale 1.
Apply with C.V. and two referees to the Headmaster, Hollymewood School, 88 Woodside Park Road, London N12. (11817) 205624

LONDON SE21
DANEFIELD SCHOOL
123/7 Thurlow Park Road, West Dulwich, London SE21
A well qualified teacher is required to take General Subjects with a Transition class of boys and girls (6 years).
Salary negotiable under Government Superannuation.
Please apply, with curriculum vitae, and names of two referees to The Headmistress. (08973) 205624

LONDON SW3
THOMAS'S JUNIOR
A co-educational school in Central London requires young enthusiastic mathematics graduate staff for the academic year beginning September 1985. The following posts are available for which a Burnham relative salary is paid.
A.T.S. teacher for 5 - 6 year olds and a Montessori trained Reception Assistant.
Please send curriculum vitae to Mrs Stileman, Asst. Principal, 15 Cadogan Gardens, SW3 or telephone her on 01-730 0366. (08974) 203624

LONDON
CO-EDUCATIONAL SCHOOL
Require class teacher for 5 year olds from September. Burnham Scale 1 plus L.A.
Apply in writing with cv and age please. Interviews from 29th July. Community House School, 67 Lancaster Square, London W2 2HL. 01-262 8830. (03789) 205624

SURREY
COLLINGWOOD BOYS' SCHOOL
Sirrinafield Road, Wallington, Surrey
Independent Day School of 245 boys aged 4 - 11
Accredited by I.S.J.C.
Required for September 1985 young, enthusiastic, well qualified teacher for class of 8 - 9 year olds. Subsidiary Art/Drama an advantage. Burnham Scale.
Apply in writing with full c.v. and names of two referees to the Headmaster.

SURREY
HALL GROVE
Bagshot
(A.I.P.S. Day School
Requires in September a qualified and experienced junior teacher to take senior form in Pre-Test Group (6 year olds) for one term, due to maternity leave of present teacher. This post may possibly become permanent. Hall Grove is a thriving School set in very attractive grounds. Accommodation is available, but a non-resident will be preferred.
Applications are invited in writing and should be addressed to the Headmaster.
(15652) 205624

SURREY
COLLINGWOOD BOYS' SCHOOL
Sirrinafield Road, Wallington, Surrey
Independent Day School of 225 boys aged 4 - 11
Required for September 1985, young qualified teacher with artistic ability for class of 6 year olds. Burnham Scale 1 with Government Superannuation.
Please apply to Head Master with full c.v. (15073) 205624

WEST SUSSEX
GREAT BALLARD SCHOOL
Eastham, Barnhurst
IAPS
Co-educational
Required for January 1986 qualified reception class teacher (4 - 5 year olds) for expanding Pre-Prep. Department. Burnham Scale salary.
Apply in writing to the Headmaster. (08010) 205624

Colleges of Further Education

Other Appointments

AVON COUNTY
WESTON-SUPER-MARE TECHNICAL COLLEGE
Knightstone Road, Weston-super-Mare, Avon BS23 2AL
Tel: 0934 21301
SCHOOL OF ART AND DRAMA
1. Part-time lecturer (up to 12 hours per week for one year) for Graphics, Screen Printing and life and subjects, to fill time Foundation Art students preparing for entry to Higher Education.
2. Temporary Associate Lecturer (75%) in Art and Design Graphics to supervise new courses devised to help Youth Trainees discover and develop skills associated with the field of design. The successful candidate will need to be sympathetic to the needs of young people and be keen to help them prepare for employment not only by assisting them to achieve a range of skills associated with Design but also those life-skills of self assurance and communication needed in the work situation.
These two appointments are to commence in September 1985 and details and application forms are available from the Principal at the College. Applications should be submitted within 10 days of the appearance of this advertisement. (15703) 220026

BASINGSTOKE
BASINGSTOKE TECHNICAL COLLEGE
Worting Road, Basingstoke
Tel: 56141
LECTURER GRADE II (FOOD & BEVERAGE SERVICE
Required for September, 1985, Lecturer Grade I to teach C & G 707/1 - 707/3, 717 and BTEC National Diploma in Hotel Catering and Institutional Operations, in Food & Beverage Service. Some Food Production an advantage.
Appropriate professional qualifications essential and a teaching qualification if possible.
Salary Scale - Lecturer I - £5,910 - £10,512.
Application forms and further particulars available from the Registrar. (15338) 220026

BROMLEY
LONDON BOROUGH OF BROMLEY

ORPINGTON COLLEGE OF FURTHER EDUCATION
Temporary Lecturer Grade I required for September for 1 term to teach ECONOMICS and BUSINESS STUDIES subjects.
Further details and an application form can be obtained from the Principal, Orpington College of Further Education, The Walnuts, High Street, Orpington, Kent BR6 0TE and should be returned within 10 days of this advertisement. (08944) 220026

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
READING COLLEGE OF TECHNOLOGY
Applications are invited for the following posts:-
LECTURER I in CARPENTRY & JOINERY.
LECTURER I in QUANTITATIVE METHODS.
LECTURER I (Temporary) in COMPUTER STUDIES.
LECTURER IN EDUCATION & CHILD DEVELOPMENT to a vocational tutor to NNEB students. Candidates should have a qualification and a teaching qualification if possible.
Nursery & Infant teacher and preferably have experience of teaching in a College of Further Education.
LECTURER II (Temporary) in FOOD SERVICE. The teaching of practical and related theory in Food Service subjects.
Further particulars may be obtained from the Principal, Reading College of Technology, Crescent Road, Reading RG1 4HJ. Tel: Reading 583501.
An equal opportunity employer. (08446) 220026

BIRMINGHAM

WEST MIDLANDS ADVISORY COUNCIL FOR FURTHER EDUCATION
an equal opportunities employer
ASSISTANT CO-ORDINATOR
TEMPORARY (FULL-TIME OR PART-TIME) APPOINTMENT
Salary Grade: SENIOR LECTURER - £11,175 - £13,128 (plus £1,061 p.a. or pro rata
Applications are invited for the post of Assistant Co-Ordinator. Candidates should have a degree or professional qualification with experience as a further education teacher; knowledge of further education examination assessment processes could be an added advantage.
The successful candidate will assist the Co-Ordinator in the work of the Regional Staff Base, but will have some FE staff development work arising from assessments performed. The office is situated in Central Birmingham.
The post will be either on a one-year fixed term contract, or if possible on secondment from the permanent employing Authority, beginning not later than 31st September 1985.
Further particulars and an application form from: The Chief Education Officer, Personnel Branch, Room 11, Education Offices, Margaret Street, Birmingham B3 3BU. Tel: 021-235 3501. Closing date Friday 26th July 1985.
Applications from employees within the LEC or MCC's with relevant experience will be welcome. (15355) 220026

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
LECTURER GRADE I IN HEALTH SUBJECTS: £5,910 - £10,512 p.a.
Required at Bury Metropolitan College of Further Education, Radcliffe Site, Whittaker Street, Radcliffe, Manchester M26 9YB. (Tel: 061-723 5696) to teach Health Subjects to students on a range of 'caring' courses.
The post will be of a temporary nature to take effect from 1st September 1985 for the period to 31st August 1987 pending tertiary reorganisation within the Authority.
Applicants must have nursing and health visiting qualifications together with a teaching qualification. Teaching experience would also be desirable.
Application forms obtainable from and returnable to the Director of Education, Athenaeum House, Market Street, Bury BL9 0BN (Tel: 061-761 5131 Ext. 945) by 18th July 1985. (08457) 220026

BIRMINGHAM
CITY COUNCIL
An equal opportunities employer
EDUCATION DEPARTMENT
HALL GREEN TECHNICAL COLLEGE
Cole Bank Road, Birmingham B28 8ES
LECTURER I (2 posts)
Salary £5,910 - £10,512 dependent on qualifications and experience
(1) DEPARTMENT OF GENERAL AND CONTINUING EDUCATION TO TEACH ENGLISH/COMMUNICATIONS
The successful candidate will be in a team who are teaching and developing courses in English Language and Communications, both within the Department and across the College, including various 'O' level syllabuses, CLI Communication Studies, RSA, Pitmans, etc courses. The teaching qualification and successful teaching and administrative experience are desirable.
(2) DEPARTMENT OF CONSTRUCTION TECHNOLOGY AND PROFESSIONAL PRACTICE TO TEACH HORTICULTURE AND LANDSCAPING
Application forms and further details of these posts may be obtained from the Principal, Tel: 021-778 2311, to whom completed application forms should be returned within two weeks of this advertisement. (08445) 220026

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
PERCIVAL WHITLEY COLLEGE OF FURTHER EDUCATION
Francis Street, Halifax HX1 3UZ
LECTURER I IN NURSERY NURSING
Required for September 1985, or as soon afterwards as possible, a Lecturer I to teach related vocational subjects on the NNEB course. The person appointed will be a qualified and experienced nursery teacher.
Application forms and further details relevant to the post may be obtained from The Principal, Percival Whitley College of Further Education, Francis Street, Halifax HX1 3UZ to be returned by 2nd August 1985. (12157) 220026

DORSET
BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION
Vacancies exist from 1 September 1985 for the following Temporary Posts:
LECTURER GRADE I IN COMMUNITY CARE STUDIES
LECTURER GRADE I IN FOOD PREPARATION & CONTROL
The posts are conditional on the City & Guilds approval of their teaching programmes including assessment.
(Salary Scale: Lecturer I £5,910 - £10,512).
Further details and an application form from the Principal's Secretary, BCFE, North Road, Parkstone, Poole, Dorset. Tel: 0202 747600. Completed forms to be returned within two weeks of the date of this advertisement. (17045) 220026

DORSET
WEYMOUTH COLLEGE
(A Tertiary College to be established in September 1985)
Required September 1985:-
(1) Required Grade I for one year temporary appointment to teach Secretarial and Clerical Skills to YTS and TOPS trainees. Candidates who can offer Tuition shorthand, background in YTS and/or business calculations would be particularly attractive to the Department.
(2) Lecturer Grade I in Art for one year temporary appointment. Ability to teach photography an advantage.
Application forms and further particulars obtainable from the Principal Designate, Weymouth College, Cranford Avenue, Weymouth, DT4 7LQ, to whom they should be returned by 19th July. (17046) 220026

DURHAM
COUNTY COUNCIL
NEW COLLEGE
Durham
Principal: Leonard G. Sawyer, M.Ed. (Edn.), B.Sc., (Econ.), M.A., F.R.S.A.
FACULTY OF ADMINISTRATIVE AND BUSINESS STUDIES
SCHOOL OF BUSINESS STUDIES AND COMMERCE
LECTURER I BUSINESS STUDIES (RSA AND TOURISM)
Applications are invited for the above post, tenable from 1st September 1985 or as soon as possible thereafter, for a person with specialist Travel and Tourism and other Business Studies subjects to a variety of advanced and non-advanced courses.
Candidates should have appropriate trade experience and, preferably, a degree, Higher National Diploma, or equivalent professional qualification.
Applications by letter, with curriculum vitae, should be received by Friday, 19th July, 1985 and addressed to The Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES, from whom further details may be obtained. (12114) 220026

EALING
LONDON BOROUGH OF EALING
SOUTHALL COLLEGE OF TECHNOLOGY
Beaconsfield Road, Southall, Middlesex UB1 1DE
FURTHER EDUCATION
DEPARTMENT OF ELECTRICAL & ELECTRONIC ENGINEERING
LECTURER GRADE II
Required from 1st September 1985, or as soon as possible thereafter, to teach Engineering Science in BTEC Certificate courses.
The person appointed will be qualified to teach Engineering Science to BTEC National and Higher National Certificate courses.
Applicants should have appropriate academic qualifications and a degree or equivalent and will have had relevant industrial and teaching experience in the field of mechanical engineering. PE teacher training an advantage.
Salary - Lecturer II Scale, £7,548 - £8,094 plus £1,038 London Weighting per annum.
Application forms and further details can be obtained from the Registrar, Room 21A, at the above address. Forms should be returned as quickly as possible but in any case not later than 14 days after the appearance of the advertisement. (15078) 220026

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston Upon Thames, Surrey KT1 2AQ
DEPARTMENT OF GENERAL STUDIES
LECTURER I IN LANGUAGE STUDIES
POST REF: SO 50 33
Required as soon as possible and before September 1985.
Applicants should be capable of teaching mainly Spanish but some French on GCE 'A' and 'O' level and RSA Secretarial courses.
Salary Scale in the range £5,910 - £10,512 per annum plus £678 London Weighting.
Further details and an application form may be obtained by writing, quoting the post number, to the Principal at the above address. Please enclose a large stamped, addressed envelope.
Completed application forms should be returned to the Principal within 10 days of the appearance of this advertisement. Interviews will be held in mid-September. (12153) 220026

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON-UPON-THAMES
KINGSTON COLLEGE OF FURTHER EDUCATION
Kingston Hall Road, Kingston upon Thames, Surrey KT1 2AQ
DEPARTMENT OF GENERAL STUDIES
SPORTS SECTION
TEMPORARY LECTURER I IN PHYSICAL EDUCATION
from SEPTEMBER 80-51-37
Required as soon as possible after September 1st, 1985.
This is a full-time, one year appointment in the Sports Section of the College. The successful applicant will join a team of three full-time Sports Lecturers.
Applicants should be qualified Physical Education teachers, willing to coach a wide range of sports including: Badminton, Basketball, Volleyball, Trampolining, Soccer, Outdoor Pursuits, particularly water sports would be an advantage. Applicants direct from College of Higher Education should also offer Computer Literacy.
5/85 LI CATERING SUBJECTS
To teach Food Preparation and Cooking and theory up to BTEC Certificate and Diploma level, good industrial experience essential. (17025) 220026

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities employer
RUNSHAW TERTIARY COLLEGE
Langdale Road, Leyland, Preston
(Based at H.M. Prison Wymott, Leyland)
Required as soon as possible, GRADE I - LECTURER I - qualified and experienced teacher required for this college linked post to teach basic education and mathematics. Experience with adults helpful.
SKELMERSDALE COLLEGE
Northway, Skelmersdale
Required for September 1985, YTS/TVEI/CPVE/VOCATIONAL STUDIES, LECTURER GRADE II IN COMPUTING/DATA PROCESSING.
Forms/further details for both posts available from/returnable to The Principal at the relevant College. SAE please.
Closing date: 25th July 1985. (12173) 220026

LINCOLNSHIRE
COUNTY COUNCIL
BOSTON COLLEGE OF FURTHER EDUCATION
The following full-time posts are available from 1st September 1985:-
Application forms and further details available from The Principal, Boston College of Further Education, Rowley Road, Boston Lincs. The closing date will be 10 days after the appearance of this advertisement.
5/85 LI IN MECHANICAL ENGINEERING WITH COMPUTING
A knowledge of CNC Techniques is essential, recent relevant industrial experience highly desirable. Should also offer Computer Literacy.
5/85 LI CATERING SUBJECTS
To teach Food Preparation and Cooking and theory up to BTEC Certificate and Diploma level, good industrial experience essential. (17025) 220026

LEICESTER
COALVILLE TECHNICAL COLLEGE
Applications are invited for the following posts to be filled from SEPTEMBER 1985 or as soon as possible thereafter:-
LECTURER I IN HAIRDRESSING (to teach the City and Guilds 706 Basic Hairdressing Certificate, Candidates will be preferred to have the City and Guilds Advanced Hairdressing Certificate, be qualified teachers and/or have some teaching experience.
LECTURER I IN PHYSICAL EDUCATION. Candidates are required to be professionally qualified and to have a positive commitment to "social needs students".
LECTURER I FOR SPECIAL NEEDS (TEMPORARY ONE YEAR APPOINTMENT) for the teaching of reading skills. Candidates should have some experience of teaching students with special needs and the ability also to teach music or drama would be an advantage. This is a one year appointment to replace a teacher on secondment.
LECTURER I IN PLUMBING (TEMPORARY ONE YEAR APPOINTMENT) to teach YTS and day release students preparing for City and Guilds and other courses. Applicants should be suitably qualified in the field of Art and Design and have qualified teacher status.
Application forms and further details of the above posts may be obtained from The Principal, Coalville Technical College, Bridge Road, Coalville, Leicestershire LE6 2QR.
The closing date for applications will be two weeks following the appearance of this advertisement. (12342) 220026

NORTH YORKSHIRE
HARROGATE COLLEGE OF ARTS AND TECHNOLOGY
Applications are invited for the following posts:
Lecturer I in Science, Technology and Design Education
Grade I, Chemistry.
Duties to commence 1st September, 1985 to teach Chemistry and related science subjects to GCE 'O' level and 'A' level, BTEC and CPVE.
Appts should have suitable qualifications and industrial experience.
Director of Catering and Community Studies Lecturer, Grade I Special Needs.
Duties to commence 1st January, 1986 or earlier by mutual agreement, to teach within the special needs section, which provides courses for students with varying degrees of intellectual and sensory impairments.
Applicants to have suitable qualifications and appropriate experience.
Salary scale £5,910 - £10,512.
Application forms and further details available from the Principal, Harrogate College of Arts and Technology, Hornbeam Park Crescent, Harrogate, North Yorkshire HG2 8QT.
Closing date for applications, 31st July, 1985. (15065) 220026

GLOUCESTERSHIRE COLLEGE OF ARTS AND TECHNOLOGY
Applications are invited for the following posts, to be filled from SEPTEMBER 1985 or as soon as possible thereafter:-
PROGRAMME AREA OF GENERAL & COMMUNICATION & PRE-VOCATIONAL STUDIES
POST NO: 997W020
LECTURER GRADE I In COMMUNICATIONS
to promote Curriculum development.
DEPARTMENT OF COMPUTING, ELECTRONICS AND MATHEMATICAL STUDIES
POST NO: 997RO76
LECTURER GRADE I In COMPUTING
POST NO: 997R080
LECTURER GRADE I In ELECTRONICS
DEPARTMENT OF MEDIA AND FURTHER EDUCATION STUDIES
POST NO: 997T063
LECTURER GRADE I In MATHEMATICS
POST NO: 997T064
LECTURER GRADE I In BIOLOGICAL SCIENCE
SCHOOL OF PRINTING and PUBLISHING
POST NO: 997T085
LECTURER GRADE I In PRE-PRESS SYSTEMS
DEPARTMENT OF SOCIAL AND SCIENTIFIC STUDIES
POST NO: 997Y044
SENIOR LECTURER In SOCIAL CARE
POST NO: 997Y045
LECTURER GRADE II for IN SERVICE TRAINING NURSING AND SOCIAL CARE
POST NO: 997Y046
LECTURER GRADE I In CREATIVE STUDIES (NNEB)
POST NO: 997Y047
LECTURER GRADE I In HOME ECONOMICS
POST NO: 997Y048
LECTURER GRADE I In FASHION/NEEDLEWORK
Full particulars of these posts and application forms are available from Administrative Officer (Staffing), Gloucestershire College of Arts and Technology, Costells Lane, Gloucester GL2 9HW on receipt of a STAMPED ADDRESSED ENVELOPE. Please quote POST NUMBER. (15002)

Bexley London Borough
ERITH COLLEGE OF TECHNOLOGY
Belvedere, Kent, DA17 6JA
PRINCIPAL: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.I.M., F.B.I.M.
Applications are invited for the following posts:
LECTURER GRADE I IN MOTOR VEHICLE ENGINEERING
Required to teach a wide range of motor vehicle subjects, including School Links and City & Guilds Courses. Applicants must have significant appropriate industrial experience and possess a City & Guilds Full Technological Certificate or equivalent. Teaching experience, full or part-time, will be an advantage. (Ref.E.4)
LECTURER GRADE I IN PAINTING & DECORATING
Required to teach on Y.T.S., elementary Craft Courses and school-college Link Courses and to assist with ancillary and related subjects. A Full Technological Certificate (or equivalent) and sound industrial experience are essential. Some teaching/training experience, full or part-time, would be an advantage. (Ref. C.4)
BURNHAM SALARY SCALES (including London Allowance):
LECTURER GRADE I: £6,588 - £11,190 (according to qualifications and experience)
Application forms and further particulars from Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Erith 42331 Ext. 229) (quote reference of this post), to whom they should be returned within two weeks of the appearance of this advertisement.
The College operates an Equal Opportunities Policy and applications are welcome from people regardless of colour, race, creed, nationality, ethnic or national origin, sex or marital status.
The Council has an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowance. (19187)

LONDON BOROUGH OF EALING
SOUTHALL COLLEGE OF TECHNOLOGY
VICE-PRINCIPAL
£20349 – inclusive of London Allowance
Applications are invited for the above post effective from 1 January 1986.
Applicants should be graduates with senior teaching and administrative experience in further and/or higher education.
Further particulars obtainable from J. McTear, BA, MBIM, Clerk to the Governing Body, Southall College of Technology, Beaconsfield Road, Southall, Middlesex UB1 1DP. Telephone: 01-574 3448, Ext. 202.

BRITISH ASSOCIATION OF PROFESSIONAL HAIRDRESSING EMPLOYERS
TRAINING ADVISERS (2)
Salary indicator £8,500 plus car
BAPHE represents the large hair salon groups in the UK and is also a national managing agent for the industry's YTS. Two training advisers are sought to maintain the successful implementation of the YTS, now in its third year of operation.
The duties involve visiting salons offering the scheme and liaising with officers of the MSC, the Careers Service and training organisations that provide off-job training. One post will be responsible for salons in NW England/W Scotland and the second for NE England/E Scotland. A substantial amount of travelling, including some overnight stays, is involved, and a company car is therefore provided.
Qualified, experienced hairdressers with training/management experience are sought. It is essential also that applicants have a good knowledge of the YTS, desirably Mode A schemes. Apply in writing, demonstrating how your qualifications and career experience meet the above requirements; in addition attach a typed c.v. Applications should be sent to:
Brian Howe (TES), Chief Executive
BAPHE,
1A Barbon Close, Great Ormond Street,
LONDON WC1N 3JX
(18937)

ilea colleges INNER LONDON EDUCATION AUTHORITY
Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE I (and part-time pro rata). On an incremental scale within the range of £8,910-£10,512 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,548-£12,099. SENIOR LECTURER £11,175-£13,128. Subject to formal approval. For all posts, unless otherwise stated, there is an Inner London Allowance of £1,038. All posts which are graded Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis. A register of potential Job Sharers is maintained by Ms. H. Brookman, SOPHERO, CPPS, Room 255F, The County Hall, London SE1 7PB. ILEA is an equal opportunities employer.

HACKNEY COLLEGE
Department of Building
LECTURER II IN HOUSING MANAGEMENT AND HOUSING FINANCE
Applications are invited for the above post which is to commence in September 1985.
Applicant must possess relevant experience and qualifications to teach on courses for the Professional Qualification of the Institute of Housing and BTEC Certificate in Property Management and Housing Services.
The person appointed will have a teaching programme comprising subjects in Housing Finance, Option subjects: Urban Sociology or Housing Associations, and an ability to teach Housing Studies would be an advantage.
Application forms and further details obtainable from/returnable to Mrs A. Yarrow, Hackney College, 89-115 Mare Street E8 4RB, (Tel: 01-985 8484, Ext. 294). Closing date: 26th July 1985.

PADDINGTON COLLEGE
Department of Engineering Technology
25 Paddington Green W2. Telephone 01-402 2371, Ext. 2152
SENIOR LECTURER IN COMPUTING
To develop and teach computing courses in the department of Engineering Technology and also to co-ordinate the computing work of the eight departments of the College. A broad knowledge of computer applications and associated equipment including micro-computers, networks and remote linked mainframe systems, is required. Applicants should have relevant teaching and industrial experience together with graduate qualifications or the equivalent.
Further details and application form may be obtained from the Secretary to the Department at the address shown quoting reference E/85/19.

SOUTH THAMES COLLEGE
Wandsworth High Street SW18 2PP
Department of Secretarial and Clerical Studies
Post Ref: SCS/4-85
LECTURER I
The successful applicants will be expected to teach keyboarding/typewriting and contribute towards the teaching of Information processing to students of varying ability.
In addition, candidates should have the ability to teach a range of other commercial subjects such as shorthand, office practice/background to business and book-keeping on a range of secretarial and clerical courses.
Applicants should have an appropriate background in a commercial/industrial environment. Teaching experience and/or relevant qualifications would be advantageous.
Application forms and further details obtainable from the Principal's Secretary, returnable within 14 days of appearance of advertisement. Please quote ref. number and enclose stamped addressed envelope.

WESTMINSTER COLLEGE
Required for September 1985 VISITING TEACHERS may be required, mainly for day courses, in the following subject areas:
Food Service, Reception Operations, Science, Housekeeping and Professional Cookery.
Please send a first class s.a.e. for an application form to: The Principal's Secretary, Westminster College, Battersea Centre, Battersea Park Road, London SW8 4HT. Tel: 01-720 8151 Ext. 2.

vacancy
We require the following fixed-term appointments for the Session 1985/86:-

SCHOOL OF BUSINESS & PROFESSIONAL STUDIES
Lecturer I in Secretarial Studies – Post Ref: BS/0054
Lecturer I in Information Processing/Computing (2 posts) – Post Ref: BS/0055

SCHOOL OF ADULT & GENERAL EDUCATION
Lecturer I – Teaching G.C.E. English, Adult Literacy, or English as a Second Language – Post Ref: AG/0033
Lecturer I – Community Education Tutor, Ethnic minorities – Post Ref: AG/0036
Lecturer I – Community Education Tutor, Ethnic minorities, self help and employment initiative – Post Ref: AG/0037
Salary: £5910 – £10512
For a detailed job description and an application form, please contact:
Mr A W Hodgson, Staffing Officer
Bradford & Ilkley Community College
Great Horton Road, BRADFORD BD7 1AY
CLOSING DATE: 22nd JULY 1985
WE ARE AN EQUAL OPPORTUNITIES EMPLOYER.
Bradford&Ilkley COMMUNITY COLLEGE

LONGLANDS COLLEGE of Further Education
LONGLANDS COLLEGE
Applications are invited from suitably qualified candidates for the following posts:–
Lecturer II in Recreation, Leisure and Tourism –
to be responsible for the development of courses in the above subject areas.
Lecturer II in Computer Studies –
This post involves teaching and administration within numerous Computer Courses including the BTEC National Award in Computer Studies.
Lecturer I in Microelectronic/Electronic Engineering
Lecturer I in Electronics Practice and Maintenance
Salary: Lecturer II £7,548 – £12,099
Lecturer I £5,910 – £10,512
Application forms and further details are available from the Principal's secretary, Longlands College of Further Education, Douglas Street, Middlesbrough, Cleveland TS4 2JW, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.

ilea Inner London Education Authority
Information Technology in Further Education
Staff Development Project
TWO LECTURERS 2 AND ONE SENIOR LECTURER
(Post 580)
Required from 1 September or asap thereafter. The Inner London Education Authority invites applications from lecturers with experience of applications of Information Technology to further education, and an interest in curriculum development project based at the Inner London Educational Computing Centre and funded jointly from an educational support grant and the ILEA.
All posts are temporary, for one year in the first instance, and may be filled internally by secondment. One post will be particularly concerned with the needs of adult education.
Further details and application forms from EO/TS12/5, Room 64, County Hall, London SE1 7PB (Tel 633 1305). Closing date for applications 24 July 1985.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER.
(19191)

CYNGOR SIR GWYNEDD COUNTY COUNCIL
COLEG PENCRAIG
LLANGEFNI
Gwahoddir ceisiadau am y swydd o **BRIFATHRO** i gychwyn ei ddyletswyddau ar Ionawr laf, 1986. (All hysbyseb). Dylai ymgeiswyr fod yn raddedigion gyda phroflad sylweddol o ddysgu a gweinyddu mewn sefydliad addysg bellach. Byddai profiad mewn diwydiant yn fantelsiol. Rhaid i ymgeiswyr fod yn rhugl yn y Gymraeg.
Cyflog yn unol â Graddfa Addysg Bellach Burnham Coleg Grŵp 3 – £17,265 – £18,462 (yn cael ei adolygu).
Ffurflenni cais a manylion pellach gan y Cyfarwyddwr Addysg, Adran Addysg Bellach, Swyddfa Addysg, Stryd y Castell, Caernarfon.
Dyddiad cau – 22 Gorffennaf, 1985.
(The above is a re-advertisement for the post of PRINCIPAL of Coleg Pencraig, Llangefni).
GWILYM E. HUMPHREYS
(CYFARWYDDWR-ADDYSG) (19249)

14 – 18 PRE-VOCATIONAL EDUCATION
This 2-page report, first published in The Times Educational Supplement on January 11, explores the range of courses on offer.
The feature includes reports on TVEI, CPVE, the CGLI pre-vocational courses certificates and the BTEC General Awards in Business Studies.
Reprints are available, price 25p, from Lesley Griffiths, The Times Supplements, Priory House, St John's Lane, London EC1M 4BX.
Please make cheques/postal orders payable to The Times Educational Supplement.

COLLEGES OF FURTHER EDUCATION
continued

MIDDLESEX
HEINSLOW BOROUGH COLLEGE
LECTURER GRADE I IN SECRETARIAL STUDIES (2 posts)
Required for September or A.S.A.P. thereafter. Candidates should be able to offer secretarial skills and contribute to new curricular development in Information Technology on a variety of courses including YTS. Teaching qualification and some relevant business experience desirable.
Lecturer I in Engineering to teach craft and technician students up to C. & G. 205 fc. III and BTEC level III. Ability to offer JNC experience an advantage.
Salary £5,910 - £10,512 plus £437 L.W.
Further particulars and application form from the Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS upon receipt of 10p and SAE.
Closing date 14 days from advertisement. (17104)220026

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
NORTH TYNESIDE COLLEGE OF FURTHER EDUCATION
Embleton Avenue, Willington Square, Wallsend, Tyne & Wear NE28 8NJ
Required for 1st September 1985 or as soon as possible thereafter in the Department of Community Service Studies.
LECTURER I - F.E. BRIDGING COURSE
Applications are invited from those who possess relevant qualifications and experience to teach students with moderate learning difficulties over a broad range of disciplines.
Application forms and further details are available on receipt of a S.A.E. from the Principal to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (16165) 630026

OXFORDSHIRE
COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
Cowley Road, Oxford OX4 1SA
Required from 1st September 1985 or as soon as possible thereafter:
LECTURER I IN CATERING to teach Practical Cookery and ancillary subjects to students studying for City & Guilds 705 and 706 qualifications as well as BTEC National Certificate and Diploma courses.
Salary: £5,910 - £10,512 (pay award pending).
Application forms and further details may be obtained from the Secretary, Oxford College of Further Education. Forms may be obtained from Personnel Services (SAE please) to whom completed forms should be returned by not later than Friday, 26th July 1985. (08397)220026

WIGAN
METROPOLITAN BOROUGH OF WIGAN
WIGAN COLLEGE OF TECHNOLOGY
DEPARTMENT OF ENGINEERING
TECHNOLOGY
Parson's Walk, Wigan WN1 1RS
Required for 1st September 1985 or as soon as possible thereafter
LECTURER Grade I
Electronic/Microprocessor Technology
(2 posts £0.32,086/£0,823.104)
You should be prepared to teach to BTEC National Certificate and contribute to higher award courses in an area of speciality. A degree or equivalent qualification is required and recent industrial experience desirable.
Application forms and further particulars available from and returnable to the Chief Administrative Officer. Tel: (0942) 494911.
Closing date: 26th July 1985.
Ref. A 38. (17015) 220026

SHEFFIELD
Applications are invited for the following posts:-
1. LECTURER GRADE I IN MANAGEMENT
2. LECTURER GRADE I IN ELECTRICAL AND ELECTRONIC ENGINEERING
Application forms and further particulars from the Chief Administrative Officer (Ref. JB), Stannington College, Mowra Grove Lane, Sheffield S6 5JL. Applicants should state clearly the post for which they are applying. Please enclose stamped addressed envelope. Closing Date 26th July.
(13347) 220026

WILTSHIRE
TROWBRIDGE TECHNICAL COLLEGE
Required for 1st September 1985 or as soon as possible thereafter
LECTURER I in DISPLAY DESIGN, preferably with recent industrial/commercial experience, to teach over a full range of Diplomas in Display Design.
Salary Scale: £5,910 to £10,512 p.a.
Further details and application forms obtainable from the Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire BA14 0ES. Tel: Trowbridge (0225) 66241). (15656) 280026

Polytechnics

Other Appointments

BIRMINGHAM
CITY OF BIRMINGHAM
BIRMINGHAM POLYTECHNIC
An equal opportunities employer
FACULTY OF EDUCATION AND TECHNICAL TRAINING
DEPARTMENT OF EDUCATION STUDIES AND POSTGRADUATE TEACHER TRAINING
SENIOR LECTURER - EARLY YEARS OF SCHOOLING
The Faculty is seeking to strengthen its teaching team in the expanding area of the training of teachers of the early years of schooling.
Major courses offered include a Primary B.Ed. Honours (initial Training) and the Primary Postgraduate Certificate.
Applications are invited from qualified teachers with research and relevant experience. A higher degree or other further qualification will be an added advantage.
The successful applicant will be expected to lead a group of experienced staff in the development of faculty policy and strategies for this age-phase, to co-ordinate the training programmes for students and to teach, supervise and examine students.
SALARY
Scale: Senior Lecturer £11,175 - £12,198 (bar) £14,151 p.a.
Application forms and further details from: Personnel Branch, City of Birmingham Polytechnic, Dr Stock, Perry Barr, Birmingham B42 2SU. Tel: 021-356 8103, Ext. 2157/216. Closing Date: 26th July 1985. (12536) 460026

University Appointments

CAMBRIDGE
UNIVERSYST OF CAMBRIDGE
DEPARTMENT OF EDUCATION
Technical Officer (Computing)
To provide technical advice and support to staff and students, and manage the computer resources for the Department. Degree or equivalent qualification, familiarity with school micro-computer systems, and experience of computer applications in education required.
Appointment from 1 October 1985, or as soon as possible thereafter, for five years with the possibility of re-appointment for periods not exceeding five years at a time. Salary on scale £8,930 to £11,905.
Further information may be obtained from Mr. R.J. Stranks, Secretary of the Appointments Committee, Department of Education, 17 Trumpington Street, Cambridge CB2 1PT, to whom applications (six copies, together with the names of not more than two referees, should be sent so as to reach him not later than 8th August 1985. (13008) 280000

CAMBRIDGE
CAMBRIDGE INSTITUTE OF EDUCATION
Tutor in the Education of Children with Special Educational Needs
Applications are invited for the post of Tutor in the Education of Children with Special Educational Needs. The Institute is a centre for in-service education and research, serving six LEAs in East Anglia. The Tutor will be involved in developing and teaching courses for teachers of children with special educational needs within the Advanced Diploma, M.A. and short course programmes. He or she will also be expected to combine a detailed knowledge of the curricular needs of children with learning difficulties with considerable skills in at least one other specialist area within the field.
Salary will be on the Cambridge University scale £9,860 to £15,930, currently under review.
Further particulars available from the Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX, to whom applications should be sent by 12 August 1985. (13080) 280000

WESTERN AUSTRALIA
THE UNIVERSITY OF WESTERN AUSTRALIA
Perth
CHAIR IN EDUCATION
Applications are invited for appointment to the Chair in Education vacant as a result of the retirement of Professor T.A. Pricat. There is one other Chair in the Department, that held by Professor M. Scriven.
Applicants with interests in any major area of Education will be considered for appointment to this Chair.
The current salary for the appointment is A$34,948 per annum. Benefits include superannuation, fares to Perth for appointee and dependent family, removal, allowance, study leave and long service leave, eligibility for interstate travel grants and housing loan scheme. Further information including conditions of appointment may be obtained from the Deputy Staffing Officer, University of Western Australia, Nedlands, Western Australia 6009, by 30th August 1985. (13344) 280000

WEST SUSSEX
WEST SUSSEX INSTITUTE OF HIGHER EDUCATION
(Incorporating Bishop Otter College, Chichester and Bognor Regis College)
LECTURER IN EDUCATION STUDIES
Required for September, 1985, for a temporary 1 year appointment, a teacher of Education Studies with qualifications in Sociology and particularly in Social Biology or Education. Applications from qualified and experienced teachers are particularly invited.
Salary - L.I/Burnham F.E. Scale, £7,548 - £12,099 per annum (currently under review).
Closing date - 23rd July, 1985.
Application forms and further details of the post can be obtained from The Director's Secretary, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR. Tel: 0243 865851 (08596) 340026

BEDFORD
BEDFORD COLLEGE OF HIGHER EDUCATION
TEMPORARY LECTURER I/II IN THE SCIENCE OF HUMAN MOVEMENT
Required for one year to teach Biomechanics and/or Exercise Physiology to the B.Ed. (Hons) and B.A. (Hons) Sports Studies degrees. Good qualifications and experience essential preferably including research experience.
Further details and application form available from The Director, BCHE, Maundev, Cauldwell Street, Bedford MK42 9AH. (e.o.e. pleased). Bedfordshire is an Equal Opportunities Employer.
Closing date: 9 August 1985. (17105) 340026

Adult Education

LONDON
Inner London Education Authority
CHELSEA WESTMINSTER EVENING EDUCATION INSTITUTE
MARLBOROUGH SCHOOL
Sloane Avenue, SW3 3AP
LECTURER/HEAD OF DEPARTMENT Grade II
Craft and Fashion Department
Required for one year from 1 September 1985 to 31 August 1986, due to the secondment of the present post holder.
Applications are invited from suitably qualified persons with good experience in the Adult Education Service. The post affords a good opportunity to gain experience in leading and supporting a lively department, while working as a member of an enthusiastic supervisory team.
2. ASSOCIATE SENIOR LECTURER (0.5)
Department of Music, Dance and Drama
Required from 1 September 1985 to job share with existing Associate Senior (0.5).
Applicants should have a recognised music qualification and good experience in Adult Education preferably with an academic qualification in Adult Education.
The post involves supervision and support of part-time tutors in a busy department, working as a member of a team. Enthusiasm for instrumental/choral group work would be advantageous.
Salary scales in accordance with the Burnham F.E. Report.
Head of Department Grade II: £13,560 - £15,153. Associate Senior Lecturer: £6,106.50 - £7,085 (both scales include London Allowance).
Further details and forms returnable by 26 July 1985 from the Senior Administrative Officer at the above address.
All posts from Lecturer I to Principal Lecturer are considered suitable for job share applications for job share will only be considered if submitted on a paired basis.
ILEA is an Equal Opportunities Employer. (16698) 380000

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
ADULT EDUCATION CENTRE
Hawkey Lane, North Shields, Tyne and Wear NE29 0PS
Required for 1st January 1986, or earlier by arrangement.
Senior Community EDUCATION OFFICER (North Shields and Tynemouth). Applicants should have relevant experience in the field of Adult Education and/or Community Service. Duties include the development and implementation of the non-vocational adult education programme at the Centre and in neighbouring schools and the oversight of the statutory youth provision in the area.
Application forms and further details are available on receipt of a S.a.e. from the Director of Education, Education Office, The Chase, North Shields NE29 8RY, to whom they should be returned within two weeks of the appearance of this advertisement.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (13170) 380000

Colleges of Higher Education

Other Appointments

AVON COUNTY
BATH COLLEGE OF HIGHER EDUCATION
Applications are invited from graduates with teaching qualifications in HOME ECONOMICS and related disciplines for a one-year temporary post as LECTURER GRADE II. Salary according to the Burnham Report, point on £7,548 to £12,099.
Further details may be obtained from the Director, Bath College of Higher Education, Cavendish House, Sion Hill, Lee, Bath, Avon BA2 5BN, to whom applications should be submitted (no forms) by 22nd July 1985. (13021) 340026

WESTERN AUSTRALIA
THE UNIVERSITY OF WESTERN AUSTRALIA
Perth
CHAIR IN EDUCATION
Applications are invited for appointment to the Chair in Education vacant as a result of the retirement of Professor T.A. Pricat. There is one other Chair in the Department, that held by Professor M. Scriven.
Applicants with interests in any major area of Education will be considered for appointment to this Chair.
The current salary for the appointment is A$34,948 per annum. Benefits include superannuation, fares to Perth for appointee and dependent family, removal, allowance, study leave and long service leave, eligibility for interstate travel grants and housing loan scheme. Further information including conditions of appointment may be obtained from the Deputy Staffing Officer, University of Western Australia, Nedlands, Western Australia 6009, by 30th August 1985. (13344) 280000

CAMBRIDGE
CAMBRIDGE INSTITUTE OF EDUCATION
Tutor in the Education of Children with Special Educational Needs
Applications are invited for the post of Tutor in the Education of Children with Special Educational Needs. The Institute is a centre for in-service education and research, serving six LEAs in East Anglia. The Tutor will be involved in developing and teaching courses for teachers of children with special educational needs within the Advanced Diploma, M.A. and short course programmes. He or she will also be expected to combine a detailed knowledge of the curricular needs of children with learning difficulties with considerable skills in at least one other specialist area within the field.
Salary will be on the Cambridge University scale £9,860 to £15,930, currently under review.
Further particulars available from the Secretary, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BX, to whom applications should be sent by 12 August 1985. (13080) 280000

WEST SUSSEX
WEST SUSSEX INSTITUTE OF HIGHER EDUCATION
(Incorporating Bishop Otter College, Chichester and Bognor Regis College)
LECTURER IN EDUCATION STUDIES
Required for September, 1985, for a temporary 1 year appointment, a teacher of Education Studies with qualifications in Sociology and particularly in Social Biology or Education. Applications from qualified and experienced teachers are particularly invited.
Salary - L.I/Burnham F.E. Scale, £7,548 - £12,099 per annum (currently under review).
Closing date - 23rd July, 1985.
Application forms and further details of the post can be obtained from The Director's Secretary, West Sussex Institute of Higher Education, The Dome, Upper Bognor Road, Bognor Regis, West Sussex PO21 1HR. Tel: 0243 865851 (08596) 340026

Youth and Community Service

AVON COUNTY
THE METHODIST CHURCH - BRISTOL DISTRICT
BADMINTON ROAD METHODIST YOUTH CLUB
Has a vacancy for a full time ASSISTANT YOUTH WORKER (JNC 2 I - 5).
Applications are invited for this interesting and challenging position at the Badminton Road Youth Centre in North Bristol, integral to the work in an Outdoor Pursuits Centre in the Brecon Beacons.
Full details and Application Form from: Thomas Hill MAYC/CBYI, MAYC Training Centre, Kelston Park, Bath, Avon BA1 9AE. Tel: Bath (0225) 21405. (12609) 440000

BUCKINGHAMSHIRE
RE ADVERTISEMENT
EDUCATION DEPARTMENT
Equal Opportunity Employer
YOUTH AND COMMUNITY SERVICE
DETACHED YOUTH AND COMMUNITY WORKER
CENTRAL HIGH WYCOMBE AREA
SALARY: JNC 3 (4-8) £8,595 - £9,651 p.a.
A qualified Youth Worker or teacher, preferably with experience of working with young people from ethnic minority backgrounds, is required to fulfil exciting and challenging post based in High Wycombe.
The person appointed will work with young people in the 16 to 25 age range to help them identify and work towards meeting their needs. He/she will be expected to meet young people in a variety of locations including the Multi-Racial Centre, shopping centres and certain pubs. Non-base post-holder worked closely with Asian and West Indian Voluntary Youth Groups which were organised by the young people themselves.
Application forms and further details are available from the Chief Education Officer, Youth and Community Service, County Hall, Aylesbury, Bucks. HP20 1UZ (quoting ref J32) upon receipt of a stamped addressed envelope. Please quote reference stated. For an informal discussion telephone Mr. Wynne Samuel, Senior Youth Officer on High Wycombe (0494) 33858.
Closing date for return of applications: 31 July 1985. (08978) 440000

GLOUCESTERSHIRE
Youth and Community Worker required for 1st October, 1985 or as soon as possible afterwards. Based at Lydney Education Centre. Principal Youth Workers and J.N.C. Youth Workers and Community Centre Wardens Range 3 (1 - 5) £7,866 - £8,844 per annum. Wage award pending.
Further details and application forms from Chief Education Officer, Personnel Division (NYS), Shire Hall, Gloucester.
Closing date 26th July, 1985.
Gloucestershire County Council is an equal opportunities employer. (15060) 440000

WEST SUSSEX
EAST GRINSTEAD YOUTH CLUB
(THE WALLIS CENTRE)
QUALIFIED YOUTH WORKER
Required as soon as possible for this long established youth club operating close to the centre of town.
The worker will have a dynamic approach with a flair and enthusiasm. He or she will head a team of part-time and voluntary staff and only youth work qualified teachers or youth workers need apply.
Salary: JNC Scale 3 I-V currently £7,866 - £8,844.
Forms and details from Area Education Officer, Cote Park House, Horsham Road, Crawley, Sussex on receipt of s.a.e.
Closing date 16th August 1985. (12339) 440000

YOUTH & COMMUNITY
continued

GLOUCESTERSHIRE
Youth and Community Worker required for 1st October, 1985 or as soon as possible afterwards. Based at Newent Youth Centre. Newent, Glos. Salary J.N.C. Youth Workers and Community Assistants Range 3 (1 - 5) £7,866 - £8,844 per annum. Wage award pending.
Further details and application forms from Chief Education Officer, Personnel Division (NYS), Shire Hall, Gloucester.
Closing date 26th July, 1985.
Gloucestershire County Council is an equal opportunities employer. 440000

BUCKINGHAMSHIRE
RE ADVERTISEMENT
EDUCATION DEPARTMENT
Equal Opportunity Employer
YOUTH AND COMMUNITY SERVICE
DETACHED YOUTH AND COMMUNITY WORKER
CENTRAL HIGH WYCOMBE AREA
SALARY: JNC 3 (4-8) £8,595 - £9,651 p.a.
A qualified Youth Worker or teacher, preferably with experience of working with young people from ethnic minority backgrounds, is required to fulfil exciting and challenging post based in High Wycombe.
The person appointed will work with young people in the 16 to 25 age range to help them identify and work towards meeting their needs. He/she will be expected to meet young people in a variety of locations including the Multi-Racial Centre, shopping centres and certain pubs. Non-base post-holder worked closely with Asian and West Indian Voluntary Youth Groups which were organised by the young people themselves.
Application forms and further details are available from the Chief Education Officer, Youth and Community Service, County Hall, Aylesbury, Bucks. HP20 1UZ (quoting ref J32) upon receipt of a stamped addressed envelope. Please quote reference stated. For an informal discussion telephone Mr. Wynne Samuel, Senior Youth Officer on High Wycombe (0494) 33858.
Closing date for return of applications: 31 July 1985. (08978) 440000

GLOUCESTERSHIRE
Youth and Community Worker required for 1st October, 1985 or as soon as possible afterwards. Based at Lydney Education Centre. Principal Youth Workers and J.N.C. Youth Workers and Community Centre Wardens Range 3 (1 - 5) £7,866 - £8,844 per annum. Wage award pending.
Further details and application forms from Chief Education Officer, Personnel Division (NYS), Shire Hall, Gloucester.
Closing date 26th July, 1985.
Gloucestershire County Council is an equal opportunities employer. 440000

HUMBERSIDE
COUNTY COUNCIL
YOUTH SERVICE
Glanford/North Lincolnshire Area
YOUTH WORKER
BARTON UPON HUMBER YOUTH CLUB
Salary J.N.C. Range 3 - Points 2 (£7,866) - 5 (£8,844)
Applications are invited from suitably qualified persons for the temporary full-time post of Youth Worker at Barton Youth Centre to cover for the assessment of the permanent post-holder for a period of one year, 1st December 1985 to 31st August 1986).
The Youth Worker will be responsible for the administration, programme development and supervision of part-time staff at Barton Youth centre catering for the 13 to 21 years range.
To obtain application forms please write enclosing a stamped addressed envelope to the Director of Education, Staffing Section (Ref. HQ/S/YCW), Council Hall, Beverley, North Humberside HU17 9BA.
Closing date: 19th July 1985. (08359) 440000

HAMPSHIRE
CRESCENT CENTRE
Shakespeare Road, Eastleigh SO5 2FP
Community Warden, N.J.C. Grade PO1
(36 - 38 hrs)
Applications are invited from experienced and suitably qualified applicants for this important post in a purpose built community school from the 1st January 1986 or earlier.
The appointee will be responsible to the Headteacher of the school for the creation, promotion, supervision and day to day management of the Centre for youth and community leisure, and sporting activities together with adult education.
Application forms and further details from the Headteacher on receipt of a foolscap stamped addressed envelope.
Closing date for completed applications 16th August 1985. (08910) 440000

LEEDS
CITY COUNCIL
DEPARTMENT OF EDUCATION
CONTINUING EDUCATION - AREA 3
COMMUNITY DEVELOPMENT AND EDUCATION WORKER
Required to be based at the Association's H.Q. Holmbury St. Mary, Dorking.
The main areas of work would be to develop Girls Work, work with Junior Clubs, and to visit the 100 or so affiliated clubs.
Commencing salary is £7,500 p.a. plus car.
Further details available from the Secretary/Director, Surrey Association of Youth Clubs, Astbury House, Holmbury St. Mary, Dorking, Surrey. (08964) 440000

Overseas Appointments

CHRISTIAN TEACHERS
Especially of R.E., Maths, Science and English required for Secondary Schools in Africa. Volunteer terms - two year contracts. Airfare, pre-service education course, insurance and overseas allowances provided. Apply to: VOLUNTEER MANPOWER DEVELOPMENT, Shenley Lane, Longon Colney, Herts AL2 1AR. (e.s.s. appreciated). (12919) 460000

LONDON
Inner London Education Authority
YORK WAY YOUTH CLUB
Delhi Street, London N1
SENIOR YOUTH WORKER AND ASSISTANT YOUTH WORKER
Required for youth club just north of Kings Cross station.
We need two dynamic people. They must be experienced; capable of working in a multi-ethnic inner city area. They must be keen to be part of an exciting vibrant club offering a wide variety of challenging experiences and be committed to a positive approach to anti-sexist and anti-racist work. The club has a large Afro-Caribbean membership. Existing work with Asian young people already begun and this is to be expanded. Application forms for women or ethnic minority groups are welcome.
JNC Salaries and conditions. Senior Youth Worker salary scale 3: £7,866 - £8,844. Should an unqualified worker be appointed to the Senior Youth Worker post an additional allowance of £739 will also be payable. Assistant Youth Worker salary scale 2: £7,095 - £7,761. Unqualified: £6,855 - £7,521. All posts include London allowance.
Application may be given towards household removal expenses.
Details and forms returnable by 26 July 1985 from Islington Youth Office, Whitton Road Street, N1 0PW. (stamped addressed foolscap envelope).
All posts which are Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share will only be considered if submitted on a paired basis.
ILEA is an Equal Opportunity Employer. (08663) 440000

LONDON
Inner London Education Authority
HOLLOWAY YOUTH CENTRE
Holloway School, Hilldrop Road, N7
HEAD OF CENTRE
Applications are invited from persons for the above post. Candidates should be qualified teachers with experience in youth work.
Holloway School is a boys' school in North West Islington, but the youth centre provides social education for young people of both sexes between the ages of 12 and 21 years. There already is a balanced programme of formal class-based activities both on the school site and off-site in neighbouring youth clubs. The extension of this programme and the development of a more informal programme is envisaged with the completion of building works early in 1986. These improvements will provide a social area and administration offices.
Salary scale: in accordance with the Burnham (F.E.) Report. Lecturer Grade II: £7,548 - £12,099 plus £1,038 London allowance.
Assistance may be given towards household removal expenses.
Details and forms returnable by 26 July 1985 from Islington Youth Office, Whitton Road Street, N1 0PW. (stamped addressed foolscap envelope).
All posts which are Lecturer I to Principal Lecturer are considered suitable for job share. Applications for job share will only be considered if submitted on a paired basis.
ILEA is an Equal Opportunity Employer. (08663) 440000

NORWICH
THE DIOCESE OF NORWICH
Requires AN EXPERIENCED YOUTH WORKER
With a Christian commitment to initiate and develop the Churches work amongst young people in the Harleston area of Norfolk.
Application forms and job description from Mr. Paul Moor, Diocesan Youth Officer, Diocesan Council for Education, Holland Court, The Close, Norwich NR1 4DH. Sent on receipt of a stamped addressed envelope. (08589) 440000

SURREY
SURREY ASSOCIATION OF YOUTH CLUBS
YOUTH WORKER (DEVELOPMENT)
Required to be based at the Association's H.Q. Holmbury St. Mary, Dorking.
The main areas of work would be to develop Girls Work, work with Junior Clubs, and to visit the 100 or so affiliated clubs.
Commencing salary is £7,500 p.a. plus car.
Further details available from the Secretary/Director, Surrey Association of Youth Clubs, Astbury House, Holmbury St. Mary, Dorking, Surrey. (08964) 440000

CANADA
Brensons Commonwealth Educational Trust Limited requires an experienced graduate to teach first year A level Geography and, ideally, French 'O' level retakes at their small residential College near Montreal, U.K. students. Fully residential post with pastoral responsibility for the girls' house.
Applicants should be enthusiastic, young, energetic and must hold a current driving licence.
Applications with full C.V. and two references to: The Secretary, Brensons College, Repstone, Ipswich, Suffolk IP9 2DN. (13035) 460000

EGYPT
AL FATIMA LANGUAGE SCHOOLS
Cairo
Require qualified teachers of (1) ENGLISH and (2) MUSIC for the 1985-86 session from October to May.
Interviews will be held at LONDON on 19th, 20th and 21st, when contracts will be signed for suitable candidates. Please bring reliable evidence of certificates of qualification. (17063) 460000

EGYPT
AL FATIMA LANGUAGE SCHOOLS
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Require qualified teachers of (1) ENGLISH and (2) MUSIC for the 1985-86 session from October to May.
Interviews will be held at LONDON on 19th, 20th and 21st, when contracts will be signed for suitable candidates. Please bring reliable evidence of certificates of qualification. 460000

Applications can only be considered from staff currently working for G.L.C. or London Borough Councils as this post is subject to L.M.G.S.C. ring fence procedure.

EDUCATION DEPARTMENT

Youth Worker

£9,027 – £10,008 inc

An experienced, qualified Youth Worker is required to be responsible for Youth Centre 21, one of the Authority's maintained youth centres, and to join the professional staff in a developing Youth Service. We require someone capable of working in consultation with the centre members, the staff, and the Management Committee, paying particular attention to the needs of young women.

An allowance, when applicable, for longer training/higher qualifications is payable and a casual car user allowance is provided. Consideration will be given to assistance with removal and legal expenses.

Application forms and further details obtainable from Mrs H. Robertson, Education Department, The Grove, Carshalton, Surrey. Tel: 01-661 5749.

Closing date 9 August 1985.

(18909)

LONDON BOROUGH OF **SUTTON**

COMMUNITY EDUCATION SERVICE

MANAGER (Re-advertisement)

Chalvedon Youth and Sports Centre

An energetic and experienced Manager (male/female) is required to sustain the substantial programme of social and sporting activities undertaken at this thriving Centre, which is situated in Basildon. The main Centre plus an annexe are based on local comprehensive schools, and extensive use is made of the independent premises and the school facilities, which include a large sports hall.

Applicants should be qualified in accordance with the J.N.C. Report for Youth Workers and Community Centre Wardens. Salary: J.N.C. for Youth Workers Range 4(e) £10,209 - £11,382 plus Outer London Fringe Allowance. An allowance of £363 per annum for a pass degree or £651 per annum for an honours degree is also payable for appropriate qualifications.

Application forms and job descriptions are available from the County Education Officer, Community Education Service, Threadneedle House, Market Road, Chelmsford (telephone Chelmsford 267222 ext. 2663). The closing date for applications is Friday, 26th July 1985.

Previous applicants need not re-apply, those applicants will automatically be re-considered.

(18953)

ESSEX
County Council

COUNTY YOUTH SERVICE
NORTHERN AREA

TWO YOUTH WORKERS

Bedford Youth House is a new prestigious town centre project due to open in mid-Autumn and having appointed the Principal, applications are now invited for two further posts.

One vacancy is Urban Aid funded, for two years in the first instance, and involves some outreach work. Salary JNC Scale 3, Range 3-7 £8349-£9330.

The other vacancy is for a centre based Youth Worker. Salary JNC Scale 2, £6357-£8103.

AREA YOUTH WORKER

An experienced Youth Worker is required to undertake a range of changing responsibilities throughout the North Bedfordshire Area. Salary JNC Scale 3, Range 4-8 £8595-£9651.

Details and application forms are available from the Chief Education Officer (Youth Service), County Hall, Cauldwell Street, Bedford. Telephone requests to Mrs E Goodwin, on Bedford 63222 ext 359. Informal enquiries to the Area Youth Officer on Bedford 63222 ext 355 or evenings Bedford 740846.

Closing date 29th July 1985.

The Council is an equal opportunity employer. (18415)

Bedfordshire
A Rural Area Free Zone

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
DIRECTORATE OF EDUCATION AND RECREATION
LEISURE AND MARKETING DIVISION
KINGSTON YOUTH AND COMMUNITY SERVICE
YOUTH AND COMMUNITY WORKER (HALF TIME) JNC Range 3 (points 3-7) £4,313 to £5,004 p.a. incl. A qualified Youth and Community Worker, to work at Kingsmyton Youth and Community Centre.
You will take responsibility for the organisation of the Kingsmyton Centre; its day to day administration; programme formulation and promotion; the control and scheduling of the work of employees and voluntary helpers; financial control and maintenance of the building etc.
This post is exempt from 'Rinfence' arrangements. However, applications from employees of the GLC or MCC with relevant experience will be welcome.
For an application form and further information please Tel: 01-546 5181, Ext. 231 or write to the Director of Education and Recreation (Ref: 4/DW), Guildhall 2, Kingston upon Thames KT1 1EU.
Closing date 26th July 1985. (17059) 440000

SUFFOLK COLLEGE
THE SUFFOLK COLLEGE of Higher and Further Education
Required for 1st September 1985, or as soon as possible thereafter

LECTURER GRADE 1 in BRICKWORK
(Post No. 5.57)
applications are invited from suitably qualified and experienced persons to teach Brickwork and associated subjects up to Advanced Craft level. Ability to teach other subjects would be an advantage. The person appointed will undertake some tutorship responsibilities and development work.

LECTURER GRADE 2 in YTS/CPVE
(Post No. 4.58)
to control and co-ordinate the Department of Business and Secretarial Studies YTS and CPVE provision. The work involves liaison with managing agents to determine their requirements and the implementation of the agreed schemes.

LECTURER GRADE 2 in OFFICE TECHNOLOGY
(Post No. 4.39)
to be responsible for the teaching in, and day-to-day running of the Training Office together with the development and introduction of new technology to the secretarial courses.

LECTURER GRADE 1 in BUSINESS STUDIES
(Post No. 5.53)
to teach and tutor a variety of Youth Training Schemes and similar groups.
Salary Scales: Lecturer Grade 2 £7,548 – £12,099
Lecturer Grade 1 £5,910 – £10,512
Further details and application form can be obtained from the Principal, Suffolk College, Rope Walk, Ipswich, IP4 1LT, to whom completed forms should be returned within fourteen days of this advertisement. Please send large sae and quote post number.
Suffolk County Council

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education

Plas Coch, Wrexham, Clwyd
SCHOOL OF ENGINEERING PLAS COCH DIVISION

LECTURER II IN ELECTRONICS
(£7,548-£12,099 P.A.)
Applications are invited from graduates or equivalent with industrial experience in Electronic Engineering, the ability to teach on Microelectronic Courses will be an advantage.
Further details and application form available from the Registrar, The North East Wales Institute, Plas Coch, Wrexham. Tel: Wrexham 266001.
Closing date for receipt of applications 26th July, 1985.

Deeside, Clwyd
SCHOOL OF MATHEMATICS, STATISTICS AND COMPUTING

LECTURER II IN COMPUTER STUDIES
(£7,548-£12,099 P.A)

LECTURER I IN COMPUTER STUDIES
(TWO POSTS)
(£5,910-£10,512 P.A.)
The School of Mathematics, Statistics and Computing has three vacancies for Lecturing Posts to start in September, candidates should possess, or expect to obtain this summer, a Degree in Computer Studies/Science, industrial experience would be an advantage for the Lecturer II Post. The successful applicants will be expected to join a dynamic team teaching courses in Computer Studies to Degree, Higher National and National Diploma Level.
Candidates will be expected to have a broad knowledge of computing and the successful applicant will be encouraged to develop their own specialist area of interest. The Lecturer Grade I posts would be particularly suitable for recently qualified graduates.
Further details and application forms are available from the Registrar, The North East Wales Institute, Plas Coch, Wrexham. Tel: Wrexham 266001 (Ext. 271 - Mr. Tinsley).
Closing date for receipt of applications: 26th July, 1985.

Lecturer I in Basic Life Skills

Required to work at Hillcrest Day Centre from October 1st 1985 with mentally handicapped adults.

Salary scale: Lecturer I £5,910 – 10,512 (under review).

Application form and details from Assistant Director, Queen Alexandra Road, High Wycombe, Bucks HP11 2J2 (Please enclose S.A.E)

(18928)

BUCKINGHAMSHIRE COLLEGE OF HIGHER EDUCATION

Posts Overseas

Bahrain

Senior Teacher of Industrial Electronics and Control Systems Muharraq Boys Secondary Technical School

Duties: to teach Industrial Electronics parts I, II and III/City & Guilds 224 or equivalent levels including control systems and practical workshop; general administration and help in maintenance work throughout the workshops.
Qualifications: candidates should be male, UK citizens, preferably over 35, with a British educational background. They should have an HND in Electronics, preferably with Industrial Electronics and Control Systems application; a teaching qualification, and at least five years' relevant industrial experience and three years' teaching experience preferably at a senior level.
Salary: £8,722-£12,069 per annum, tax free.
Benefits: overseas and children's allowances, free furnished accommodation, electricity allowance, annual passage-paid leave for postholder, spouse and up to three children, baggage allowance, employer's share of superannuation.
Contract: two years, renewable by mutual agreement.
Starting date: September 1985 or as soon as possible thereafter.
Closing date for applications: 29 July 1985.
Reference: 85 A 34T

United Arab Emirates

Post 1: Head of English Department (male or female)
Post 2: Biology Teacher (female)
Post 3: Chemistry Teacher (female)
Post 4: English Teacher (female)
Post 5: English Teacher (male)
Al-Worood School, Abu Dhabi

Post 1
Duties: to be responsible for the English Department, with students aged 9½ to 16 plus, supervising staff; to prepare examination questions and check examination papers; to prepare marketing schemes. This is a non-teaching appointment except on occasions when needed.

Posts 2-5
Duties: to teach their respective subjects to male and female students, aged 12-16 years, to 'O' level.
Qualifications: candidates, preferably single, aged 25-40 years, should have a relevant University degree, BEd or PGCE.
Post 1 should have at least four years' teaching experience plus experience in a post of responsibility. Posts 2-3 should have two years' teaching experience. Posts 4-5, one year's teaching experience.
Salary: 48,000 Dhs per annum plus 1,200 Dhs per annum for each years' experience up to a maximum of 60,000 Dhs inclusive. In addition, Head of English will receive an allowance of 6,000 Dhs per annum ($1 = Dhs 4.7 approximately).
Benefits: free furnished accommodation; free utilities except telephone; airfares at start and end of contract.
Contract: one year's local contract, renewable by mutual agreement, guaranteed by the British Council, commencing 14 September 1985. Only candidates free to travel by that date should apply.
Closing date for applications: 19 July 1985. Please telephone 01-580 6572 ext. 42 for application form.
Reference: 85 A 36T

Turkey

Director of Studies Istanbul Turco-British Association

Duties: responsibility to the ITBA Director for the professional, administrative and financial management of the ELT operation, including the formulation of ELT policy, marketing and publicity, course design, materials production and teacher training.
Qualifications: degree and RSA Diploma/PGCE TEFL. Candidates must be British citizens with at least two years' personnel and financial operation, and eight years' TEFL experience. An MA in Applied Linguistics is desirable.
Salary: approximately £16,000 gross per annum taxable at 23-35% (up to 40% net salary can be converted into sterling).
Benefits: rent allowance, airfares and baggage allowance.
Contract: two-year contract, renewable, commencing 1 September 1985, guaranteed by the British Council.
Closing date for applications: 22 July 1985.
Reference: 85 B 39T

Technical Posts Overseas

Botswana

Botswana Polytechnic, Post 1: Principal

Duties: to be responsible to the Botswana Ministry of Education for the administration of the Polytechnic and the implementation of policy.
Qualifications: candidates must possess either an engineering degree or be a corporate member of a recognised professional Engineering institution, and have appropriate industrial teaching and administrative experience as Head of Department. Candidates must be British with a UK educational background. Preferred age 40-57.
Salary: basic salary Pula 15,828 ($1 = P2.303 approximately) plus a normally tax free supplement paid by the British Government under its aid programme of £9,624 (married) or £7,320 (single).
Reference: 85 K 12T

Post 2: Senior Lecturer in Electrical Installations

Duties: to teach electrical installation and machines for 18 hours per week on various courses; to be responsible for all electrical installations and refrigeration courses, equipment and workshops; to assist the Head of Department in departmental administration and carry out such other duties as the Principal or Head of Department may direct.
Qualifications: candidates must possess either an appropriate degree or Higher Technical Diploma or equivalent plus six years' post FE teaching experience plus five years' post qualification relevant industrial experience or a Master's degree plus six years' post qualification experience in teaching and/or industry. A teaching certificate is desirable. Candidates must be British with a UK educational background. Preferred age 30-57.
Salary: a basic salary paid locally by the Government of Botswana on a scale ranging from Pula 12,263-15,084 ($1 = P2.303 approximately) plus a normally tax free supplement paid by the British Government under its aid programme of £6,072-£7,860 (married) or £3,468-£5,256 (single).
Reference: 85 K 13T

Post 3: Head of Department of Civil Engineering

Duties: to develop, organise and administer a major department of the Polytechnic; to lecture in a subject speciality for 12 hours per week up to HTD level; to participate in selection of potential students and their suitability for the course; to mount specialist short courses, if appropriate, as requested by employers and to undertake any other related duties as required.
Qualifications: degree or HND in Civil Engineering plus six years' FE teaching and five years' industrial experience or Master's degree plus six years' experience in lecturing and/or industry. Experience as Head of Department desirable. Candidates must be UK citizens with a British educational background. Preferred age 35-55.
Salary: a basic salary paid locally by the Government of Botswana on a scale ranging from Pula 12,264-15,084 ($1 = P2.303 approximately) plus a normally tax free supplement paid by the British Government under its aid programme of £6,072-£7,860 (married) or £3,468-£5,256 (single).
Reference: 85 K 16T

Benefits for Posts 1, 2 and 3: 25 per cent terminal gratuity on basic salary, free air passages, housing provided at economic rental. Educational allowances and holiday visit passages for children, an appointment grant and car loan are payable in certain circumstances.
Contracts for Posts 1, 2 and 3: initially for 30-36 months, starting September 1985 or as soon as possible thereafter.

Kenya

Mombasa Polytechnic Lecturer in Accountancy (2 posts)

Post 1
Duties: to teach Financial and Cost Accounting and Auditing up to higher diploma level; to assist in relevant curriculum development work, as required.
Reference: 84 K 53T

Post 2
Duties: to teach Business Finance and Financial Accounting up to higher diploma level; to assist in relevant curriculum development work, as required.
Reference: 85 K 28T

Qualifications for both posts: a degree with postgraduate qualifications or acceptable Accounting professional qualifications; four years' relevant postgraduate experience of which two should have been in FE teaching. Candidates must be British with a UK educational background.
Salary: (for all above posts). A basic salary paid locally by the Government of Kenya on a scale ranging KSh43,080-KSh58,560 per annum ($1 = KSh 21.00 approximately) plus a normally tax-free supplement paid by the British Government under its aid programme ranging from £6,468-£10,056 subject to scale and marital status.
Other benefits include end of contract gratuity payment, free air passages for officer and dependant family members plus baggage allowance. Some officers may also be eligible for children's boarding school allowances and holiday visits for UK-based children.
Appointment grant.
Contracts: initially for 30 months with the Government of Kenya, preferably starting as soon as possible.
Closing date for applications for each of the above posts: 2 August 1985.

Key English Language Teaching Scheme

The KELT scheme is part of Britain's Aid programme to developing countries

Indonesia

English Language Teaching Adviser Secondary Education & Management Training Project, Department of General Secondary Education Ministry of Education and Culture Jakarta

Duties: to act as central professional adviser to the Project, providing leadership, guidance and expertise; to help select and train instructors and teachers; to design and develop materials; to report and assess the Project's progress and advise project management on further professional inputs required.
Special qualifications: candidates, preferably aged 35-55 should have a first degree, a teaching qualification, plus an MA in Applied Linguistics, ten years' experience of TEFL including teacher training and five years' overseas is essential. Experience of classroom teaching at secondary level and in the design and production of materials is desirable.
A knowledge of Indonesia would be an advantage.
Salary: £11,536-£16,158 per annum.
Overseas allowances: nil to £4,484 depending on salary level and marital status.
Closing date for applications: 31 July 1985.
Reference: 85 K 29T

Turkey

English Language Teaching Expert Department of Basic English, School of Foreign Languages, Middle East Technical University (METU) Ankara

Duties: to assist with methodology and in planning and executing pre- and in-service teacher training courses; to develop reading, writing and study skills; to advise on syllabus writing and materials; to undertake some testing work.
Special qualifications: candidates, preferably aged 30-40, should have a first degree plus an MA/MSc in TEFL or Applied Linguistics. A minimum of five years' relevant experience including two years' overseas, and experience of teacher training, syllabus writing and materials production and a sound knowledge of testing is essential. A knowledge of Turkish would be an advantage.
Salary: £8,753-£12,438 per annum.
Overseas allowances: Nil to £2,129 depending on salary level and marital status.
Closing date for applications: 24 July 1985.
Reference: 85 K 27T

The following posts are also funded under Britain's Aid Programme to developing countries:

Angola

Post1: Project Leader
Post 2: Teacher of English
Direct Teaching Project, Educational Research Centre, Ministry of Education
Post 3: Teacher Trainer
Teacher Training Project, Instituto Normal de Educacao (INE), Ministry of Education

Duties:
Post 1: to be responsible in liaison with the Angolan Ministry of Education for all aspects of the project both administrative and professional, devising new curricula, supervising the induction of Angolan counterparts and class teaching for up to 12 hours per week.
Post 2: to teach up to 20 hours per week; to assist with the preparation of syllabi, materials and modes of assessment and to assist with the induction of Angolan counterparts.
Post 3: to teach language and methodology to students specialising in English at the INE; to design syllabi; to select and produce material for courses; to take part in in-service courses with local teachers of English; to assist Angolan counterparts and to do a small amount of English teaching to basic school students for the purposes of familiarisation.
Qualifications:
Post 1: a Master's degree or postgraduate diploma in Applied Linguistics or TESOL or equivalent and relevant professional experience are essential.
Post 2: a postgraduate TEFL qualification or the RSA Dip. TEFLA and relevant teaching experience are essential.
Post 3: a Master's degree or postgraduate diploma in Applied Linguistics or TESOL or equivalent and relevant teaching and teacher training experience are essential.
Qualifications: candidates for all posts should be single. A knowledge of Portuguese and third world experience is desirable for all posts. A current driving licence is essential.
Salary and Benefits: all posts are under direct contract to the government of Angola, but these contracts will be guaranteed by the British Council. A local salary will be paid of between 38,000-40,000 Kwanza ($1 = 38.65 Kwanza approximately). The local salary will be subsidised out of aid funds in the region of £9,000-£15,000, depending on qualifications and experience, which will include such benefits as overseas allowances and a superannuation compensation payment. This subsidy will be tax-free. Contracts will be for two years. The Angolan government will pay airfares, baggage allowance and give annual fare-paid leave.
Closing date for applications: 31 July 1985.
Reference: 85 K 30-32T

Oman

Head of Computing Unit and Mathematics, Oman Technical Industrial College

Duties: under the direction of the Principal the postholder will be responsible for: administering, organising and developing computer and mathematics studies throughout the College; staff development; establishing links with industry; some teaching duties; developing courses for in-service personnel and evening classes.
Qualifications: male candidates, preferably aged 35-45, must have a minimum of a first degree or equivalent in an appropriate discipline, preferably computing or engineering. Applicants should also have a Master's degree related to computing and at least 10 years' post first degree experience of which 3 years' should have been related to Computer Studies in a tertiary technical/commercial training environment. A formal professional qualification in education and overseas experience highly desirable.
Salary: £16,837-£17,616 per annum.
Personal allowance: £1,027-£7,612 per annum depending on salary level and marital status.
Closing date for applications: 24 July 1985.
Reference: 85 K 23T

General qualifications: for all of the above ODA funded posts candidates must be male UK citizens with a British educational background.
Benefits: (except for Angola) salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11 per cent of salary in lieu.
Contracts: initially for two years with the British Council (except Angola). Posts tenable from September 1985.

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT.

The British Council

UNIVERSITY HOUSING RECREATION CENTRE KING KHALID UNIVERSITY HOSPITAL KING SAUD UNIVERSITY RIYADH, SAUDI ARABIA

PHYSICAL EDUCATION INSTRUCTOR RECREATION CENTRE MANAGER

(Female)

required for the Housing Recreation Centre of King Khalid University Hospital, the main teaching hospital of King Saud University, Riyadh.

The successful candidate will be responsible for running the Centre which caters for the sports and leisure activities of a multi-national female community many of whose members are employees of the hospital.

Candidates should have a relevant qualification (graduate preferred) and a minimum of 3 years' experience in administering Recreation Centres and sports activities. Previous experience in a multi-national setting preferred. Candidates must be willing to work a varied time schedule. They must be single or unaccompanied.

Benefits for this post include:
- Attractive tax-free salary based on qualifications and experience. Saudi currency is freely convertible and transferable.
- Free furnished accommodation
- 45 days annual paid leave
- Monthly transport allowance (or transportation in lieu)
- Round trip airline ticket
- 1 year contract (renewable)
- Terminal gratuity after 2 years' service (increased after 5 years')

Interested candidates should send a full curriculum vitae including copies of qualification diplomas and evidence of work experience (eg letters of engagement from employers) and names and addresses of 3 professional referees to:

Dr Ibrahim Al-Owaide
Executive Director
King Khalid University Hospital
PO Box 7805
Riyadh 11472
SAUDI ARABIA

A copy of the curriculum vitae only should also be sent, quoting reference A 24, to

Mr JE Aston
King Saud University Office
29 Belgrave Square
London, SW1X 8QB
Shortlisted candidates only will be contacted about interview arrangements. (18949)

NOTICE FOR PREQUALIFICATION OF CONSULTANCY TEAM
A DEVELOPMENT STUDY FOR MOI UNIVERSITY – KENYA

Moi University wishes to engage consultants to prepare the development study for the university to be financed by the African Development Fund under an agreement between the Fund and the Government of Kenya. The development study will include the following components:

Phase 1: Manpower and Educational Requirements Studies
Phase 11: Academic Planning
Phase 111: Physical Planning

The university is located near Eldoret Town in Western Kenya on a site of approximately 3,000 acres. Interested firms of consultants and institutions may obtain the pre-qualification dossier which should be completed and submitted not later than 25th August, 1985, at 5.00 p.m. to the office of the vice-chancellor at the following address:—

The Office of the Vice-Chancellor
Moi University
Fourth Floor
National Bank Building
PO Box 3900
Eldoret
Kenya

(Only ADB member states and ADF State participants are eligible to participate in the prequalification exercise). (18418)

ILC GROUP

ENGLISH LANGUAGE TEACHERS, KUWAIT

International Language Centres Ltd. invites applications from English Language Teachers to join an already established language training team. Applicants should be male, of bachelor status with a degree in any subject and a minimum of two years' previous EFL experience.

The contract is for one year period (approx.) commencing late August, 1985.

The current basic salary, which is tax free in Kuwait, is 365 Kuwait dinars per month with increments for qualifications and experience. Return air fares, relocation allowance, terminal gratuity, housing and daily transportation to the teaching site are provided.

Paid holidays are six weeks per year, in addition to Kuwait public holidays.

For application form and further details apply to:

Personnel Department
INTERNATIONAL LANGUAGE CENTRES LTD.
9 Cavendish Square, London W1M 9DD
Telephone: 01-580 4351

re-advertisement. previous applicants need not re-apply (19920)

OVERSEAS POSTS continued

CYPRUS
TEACH IN CYPRUS THE MIDDLE EAST AND NORTH AFRICA
Many hundreds of teachers for all subjects and grades will be required from primary to university levels for this and the next academic year. Good pay, sunny warm climate and good employment conditions.
For details of how to contact employers and cost, please send one pound.
Attic, P.O. Box 3711, Nicosia, Cyprus. (18357) 460000

FRANCE
BUSINESS ENGLISH TEACHER IN FRANCE
French Institute of Adult Training recruits teacher specialised in Business English for Oct. 1985. Preference to candidates with experience in Banking, and T.E.F.L. Application by August 15, 1985 to: Mrs Renata Laine, C.E.L., 4 Bis Quai de Paludate 33800 Bordeaux France. (13063) 460000

GREECE
EFL Teacher of English required to start work in September.
Send C.V., recent photo and references to Stavros Athina, 11 Athinas Street, Kastoria, Greece 52000. (08199) 460000

HEALTH UNLIMITED is a new charity set up to provide primary health care and related community development services in areas where other agencies do not work. Our first project started in 1984 in an area of Afganistan outside Government control and is going well. We are now looking for people to replace the educationalist on our first team. If you have third world experience and a background in primary, adult basic, E.S.L. or health education and or community development work and are interested either in our Afganistan project or future projects elsewhere, we would like to hear from you. Ring or write to Health Unlimited, 3 Stamford Street, London SE1 9NT. Tel: 01-928 4809. (08931) 460000

INDONESIA
Expert in Educational Management required for project beginning August 1985. High salary, full accommodation. Return ticket. Medical insurance.
Write Box No. TES 00406, Priory House, 9t John's Lane, EC1M 4BX. (08977) 460000

INTERNATIONAL EDUCATION SERVICES
SUN TAISO BUILDING
10-7, Dogenzaka 2-chome, Shibuya-k-ku, Tokyo 150
Tel: (03) 496-5306. Cable Interedservices. Fax (03) 463-7049

TEACH IN JAPAN
Persons with a degree or job-experience in such fields as engineering, business administration, finance, pharmacology, linguistics, languages or computers, wishing to teach English to Japanese adults for one or two years in Tokyo and other parts of Japan should write to: Personnel Director, International Education Services, Shin Tetsu Bldg. 10-7, Dogenzaka 2-chome, Shibuya-ku, Tokyo. Japan 150.

Further information on the position, qualifications, salary, benefits, transportation and housing can be obtained by airmailing a detailed resume with a recent photo to I.E.S.

Interviews will be held in London in early October, 1985. (18798) 460000

JAPAN
TEFL POSITION IN JAPAN
Qualified, experienced teachers required for British-run English School. Income, including average overtime, from Yen240,000 per month after tax. Assistance with accommodation. Homeward air-fare paid. Two-year contracts.
Send c.v. and photo to Sinne English School, c/o 11 Merrywood Close, Bickley, Kent. Interviews in London, July 29th-August 4th. (08599) 460000

MEXICO CITY
Greenpeaks International School seeks for Sept. 1985 Head of Computer Dept. Applicants must be single, qualified Teachers, with at least 2 years experience. Interviews will be held in London late July/early Aug. School offers 2 years contract; annual flights, subsidised housing & gratuity. Salary range 198,000 - 311,000 pesos per month.

Please send C.V., recent photograph & tel. no. to Mrs Susan Martino, c/o Gould, 913 Winchmore Hill Road, London N21 1QN. (13050) 460000

MIDDLE EAST
Qualified teacher of EFL with experience, preferably in Arab or Third World, required as soon as possible to teach Palestinian refugees in the Middle East. Volunteer status. Expenses paid. Assignment for one year minimum.
Send full C.V. with names and addresses of referees and s.a.e. to 53 Holbrook Road, Cambridge CB1 4SX. (08501) 460000

MIDDLE EAST
MIDDLE EAST TECHNICAL UNIVERSITY, Ankara
Required Teachers of English. Graduate essential, plus TEFL qualification, minimum 2 years experience ELT or ESP.
For further particulars, apply Dean, Faculty of Education, Middle East Technical University, Ankara. (08930) 460000

OMAN
Teacher of EFL required urgently. Male, aged 25 - 50. Bachelor status. Graduate or trained with minimum of 3 years' TEFL experience and/or RSA prep cert or equivalent. Salary RO 500 per month plus 10% terminal gratuity. Free fully furnished accommodation and free car. Twelve month contract with prestigious client.
Apply for application form, 'phone 01-580 4351. (11842) 460000

SOUTHERN TURKEY
Certified teachers with degrees in English, maths, chemistry, physics apply now for Sept. 1985 at long-established school. Wallace M. Robeson, Principal Tarsus, American School, Tarsus, Turkey (15808) 460000

SPAIN
EFL TEACHERS
Required September to June. Some Spanish essential. Some experience preferred. Interviews in U.K. mid July and mid August.
C.V. and photo to Lexton School, Cura, Sama, 7 Gijon - Asturias. Tel: 9534/5699 (08151) 460000

SPAIN
INTERNATIONAL SCHOOL AT SOTOGRANDE
Costa del Sol, Spain
Sept. 1985. For Jun/Lower Sen. General Subjects teacher. Residential, light boarding duties.
Apply Principal, White House, Limes Lane, Burwash, Sussex TN22 4PB. (08953) 460000

SPAIN
Needed for September qualified Nursery Teacher with experience. Native English. Knowledge of Spanish an advantage.
Pls send CV to King's College, Avda Blurosa, 7 28016 Madrid Spain. (15062) 460000

Primary Teacher Trainers
Maths and Science (3 Posts)
Kenya

Kenya is in the process of implementing a major change in its educational system which will involve adding an additional curriculum year to primary education. This has created the requirement for the retraining of trained primary school teachers as well as training of unqualified staff.

Six zonal teams have been established with the aim of covering the fifteen primary teachers' colleges. Working with Kenyan counterparts as part of a team, which will be supplemented by existing teaching staff, the incumbents will be expected to teach mathematics or science to college students; to participate in the development and evaluation of curriculum materials; to develop resource materials for use in primary schools; to conduct workshops/seminars for teachers in Methodology and the use of appropriate resource materials and to participate in in-service courses organised by the primary Inspectorate.

Candidates should be British Citizens, aged 30-83, and be professionally trained graduates of Mathematics or Science with a minimum of five years post-graduate experience, of which at least two should have been in the field of teacher training preferably gained in a developing country. An interest in curriculum development and the production of resource material is desirable.

These appointments are on contract to the Government of Kenya for tours of 30-36 months. Local salaries are in the range £62,194 to £13,928 pa, plus tax free supplements, payable by ODA, in the range £3,756 to £10,688 pa. Terminal gratuities of 25% of local salaries may also be payable on satisfactory completion of contracts. Other benefits normally include free passages, children's education allowances and subsidised accommodation.

Exchange rate as at 26 June 1985 - £1 stg.=20.67 Kenya Shillings (20 Kenya Shillings=£1K).

For full details and application forms, please apply, **stating post concerned** and quoting ref. AH309/SL/TES, giving details of age, qualifications and experience to: Appointments Officer, Overseas Development Administration, Room 36I, Abercrombie House, Eaglesham Road, EAST KILBRIDE, Glasgow G75 8EA.

ODA OVERSEAS DEVELOPMENT
Britain helping nations to help themselves

ITALY
BARI
Authorised school of English, also using English through Theatre, requires experienced EFL teachers. Applicants should have a degree, Teaching Certificate, relevant experience teaching English to foreigners, some knowledge of Italian and the International House or equivalent teaching diploma.
Salary: approx. 6,400,000 Italian lire net for eight month period (October to May). Extras include subsidised accommodation and passage from Britain.
Interviews will be held in London from August 6th to 22nd.
Write enclosing telephone number and address, full c.v., recent photograph, two references and photocopies of degree/diploma to: The Director, Lord Byron College, c/o International Students House, 229 Great Portland Street, London W1N 5HD. (08956) 460000

ITALY
Wanted Mid Sept. Fully qualified teacher to work in English Language School, Calabria, S. Italy. Some knowledge of Italian essential, experience in E.F.L. an advantage.
For further details please reply with C.V. to Veronica Taylor (M.A.). Via Degli Angeli 11, Castrovillari, Calabria. Closing Date: 26.7.1985. (13868) 460000

ENGLISH LANGUAGE INSTRUCTORS
Yanbu Saudi Arabia
Saudi Yanbu Petrochemical Company (YANPET)

A SABIC/Mobil Joint Venture, this world-scale petrochemicals manufacturing complex is part of the massive Yanbu industrial city development, located on the Red Sea coast of the Kingdom of Saudi Arabia.

YANPET has achieved very positive results with the policy of training the substantial Saudi Arabian workforce to operate and maintain the complex.

To continue with this vigorous Saudilisation programme, YANPET's training department has created a number of openings for English Language Instructors who will be responsible for teaching English as a second language to the Saudi Arabian Trainees.

Candidates will be graduates, with a post-graduate qualification in Tesl and will have at least five years teaching experience, some of which will, preferably, have been gained overseas.

In addition to the excellent tax-free salary, a range of benefits apply and include: free furnished bachelor accommodation: shipping and transport allowances: medical, dental and life insurance cover: bonus and regular paid home leave (flights paid).

Interested candidates should write, enclosing a full curriculum vitae to:

A. T. S. Recruitment Company
Merevale House, Parkshot
Richmond, Surrey TW9 2RP

(19749)

OVERSEAS POSTS
continued

TURKEY
VACANCY
For the teachers of English with teaching cert. High Salary. Acc. return ticket.
Apply to: Dost Koleji Liseli Cukurova Mah. Mamurecesme sok. Porsuk Hafiz Konagi No:182 Izmir/Kocasli/Turkey) inc. recent photo and C.V.
(08200) 460000

UGANDA
CHRISTIAN TEACHER FOR SECONDARY SCHOOL FOR THE BLIND IN UGANDA
To teach subjects (RE/Music/Literature/Tailoring).
Volunteer terms - two year contract.
Apply to: Volunteer Missionary Movement, Shenley Road, London Colney, St Albans, Herts. AL2 1AR. Tel: Bowmansgreen (0727) 24853. (17847) 460000

UNITED ARAB EMIRATES
AL RASHEED SCHOOL
Abu Dhabi, U.A.E.

Due to unforeseen expansion we require a Kindergarten/Infant teacher for September 1985. Shared air conditioned accomodation and annual leave with fare paid to London. Tax free salary, gratuity after two years.

Application by hand written letter with full C.V., names of two confidential referees, two references and a photograph.

Interviews in July in London.

Replies to: Mrs S.A. Marriott, c/o 83 Westmoreland Terrace, London SW1. (15079) 460000

USA
Southern California private co-educational experienced teacher required late August 1985. For 10 - 11 year old class. Special interest and experience in mathematics preferred. Accommodation provided. Tel: 01-546 3915 day or evenings. (12368) 460000

Administration Local Education Authority

BRIDGNORTH DISTRICT COUNCIL
MUCH WENLOCK SPORTS CENTRE
Deputy Manager - Scale 3 - plus Shift Allowance
(£6,750 - £7,320)

Much Wenlock Sports Centre is a Joint Use Centre comprising sports hall, outdoor swimming pool, outdoor pitches (grass and semi-porous) and tennis courts used by the public and William Brookes School, Much Wenlock.

A person with interest and preferably experience and/or appropriate qualifications and training in recreation and sports administration and coaching is required. The post involves a basic 37 hour week consisting of evening and weekend duties and school holiday sessions. The Deputy Manager will be responsible for the running of the Centre in the absence of the Manager and for the specific development of courses for members of the public and/or for specific groups of sports people.

Applications giving full particulars of past and present appointments, together with any specific qualifications in recreation management and/or national governing bodies of sport, and the names and addresses of two referees, should be sent to me by 25th July 1985.

Further particulars of the post can be obtained by telephoning Mrs. Barbara Grey at Bridgnorth (07462) 3131, Ext. 234).
G.C. Nutley, Esq., Chief Executive and Clerk.
Bridgnorth, Shropshire WV16 5AA.
(15655) 480000

DERBYSHIRE
EDUCATION COMMITTEE
COUNTY ADVISER FOR NURSERY EDUCATION
Soulbury Scale equivalent to Burnham Headship Group 9

Applications are invited from well-qualified and experienced teachers for this post. Candidates should have experience of the Management, Organisation and Curriculum Planning of Nursery Schools and classes and some experience of planning or assisting with in-service training. The adviser will be responsible for the provision of generic advice and support for nursery and pre-school education in the county. The post is based in Matlock.

There is a scheme of financial assistance for newly appointed staff including removal, lodging and relocation allowances. An essential user car allowance is available.

Application forms and further details may be obtained from the Director of Education, County Offices, Matlock DE4 3AG (Tel: 0629 3411, Ext. 6439).

Applications should be made as soon as possible and not later than 16 September 1985. Applications will not be acknowledged unless a stamped and addressed envelope is supplied.

Derbyshire County Council is an equal opportunity employer.
(15027) 480000

HERTFORDSHIRE
DIVISIONAL EDUCATION OFFICER
THE WOODSIDE CENTRE
The Commons, Welwyn Garden City, Herts. AL7 4RZ
EDUCATIONAL WELFARE OFFICER
Required to join a team of four in the Mid Hertfordshire Division.

Some previous experience of Education Welfare, Social or related work would be an advantage.

The salary scale is £6,555 - £8,262 with a bar at £7,746, plus fringe allowance. Statutory points according to age, qualifications and experience.

A current driving licence is essential, and a car allowance is payable.

Application form and further details from Divisional Education Officer, The Woodside Centre, The Commons, Welwyn Garden City, Herts. AL7 4RZ.

Closing date for applications 5th August 1985.
(08998) 480000

GLOUCESTERSHIRE
COUNTY COUNCIL
COUNTY CAREERS SERVICE
CAREERS OFFICER (HALF-TIME)

Post No. C319D030

SALARY: SCALES £7,524 - £8,262 per annum

Applications are invited from qualified and experienced Careers Officers for the temporary half time post of Careers Officer.

The person appointed will undertake a full range of Careers Officers' duties as part of a team in our Stroud Area Careers Office located in the southern part of this county.

If a probationary Careers Officer is appointed he/she will commence duties on the first point of scale 4. (£6,585).

Further details and an application form may be obtained from the Chief Education Officer, Personnel Division (N12), Shire Hall, Gloucester, or Tel: Caroline Herbert on Gloucester (0452) 425320.

Closing date: 9 August 1985.

Gloucestershire County Council is an Equal Opportunities Employer.
(08398) 480000

Redbridge
EDUCATION COMMITTEE
Appointment of
ADVISER FOR COMPUTER EDUCATION
(Burnham H. T. Gp. 8 equiv. + London Allowance, currently £15,342–£16,641 p.a.)
(Re-advertisement)

The Authority is strongly committed to computer education, is about to begin a major development programme and has just established this new advisory post. The successful candidate will be expected to play a key role in the authority's plans for expansion which include, amongst other things, very substantial capital investment in new equipment.

Further details and an application form can be obtained from the Director of Educational Services, Education Offices, 255/259 High Road, Ilford, Essex. The closing date for the receipt of completed forms is 31st July, 1985.

Previous applicants for this post who wish to be reconsidered are asked to confirm their interest in writing by the closing date.

Applications from employees of the G.L.C. and M.C.C.s with relevant experience will be welcome.
(19105)

Lancashire County Council
An Equal Opportunities Employer.

CAREERS OFFICER (SPECIAL NEEDS)
Salary Scale: SO1 – £9,477 – £10,107 p.a.
District of South Ribble
Following a review of the salary gradings of Careers Service staff in Lancashire, some of the generic Careers Officer posts have been redesignated to provide a Careers Officer (Special Needs) post in most districts.

Applications are therefore invited from experienced, qualified Careers Officers who have a particular interest in developing a specialism of working with handicapped young people alongside generic work. The Lancashire vacancy is in the South Ribble District of Lancashire with Careers Offices in Preston and Leyland.

Application forms and further particulars available from Chief Education Officer, Education Department, P.O. Box 61, County Hall, Preston PR1 8RJ. Telephone: Preston (0772) 263697 or 263895. Please quote Ref: A1061/1/PJ.

Closing date: 31st July, 1985.
(19019)

CAREERS SERVICE
CAREERS OFFICER
(Main Grade) - Loughton
Scale 4 or 5 (£6,555 - £7,329 or £7,524 - £8,262 + £192 outer fringe allowance)

Required to carry out a full range of duties including vocational guidance of young people in schools, and counselling and guidance for the young unemployed.

Good progression prospects to senior posts.

Closing date: 26 July 1985

Application forms and further details for the above posts are available from (SAE please) the County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, CM1 1LD (Chelmsford 287222 Ext: 2626)
(19052)

ESSEX County Council

Durham County Council
CHIEF EDUCATION ADVISER
Re-advertisement

Applications for this post, which will become vacant on 1st January, 1986, should have substantial experience, both in teaching and advisory and inspectorial work in schools. The successful candidate will be required to lead a team of Education Advisers and to advise the Authority on all curricular and in-service matters.

Salary – Soulbury Scale
Head Teacher Group 12

Further details and application forms, returnable by 31st July, 1985, obtainable from the Director of Education, County Hall, Durham, DH1 5UJ on receipt of a stamped addressed foolscap envelope.
(19195)

Specialist Careers Officer
£7,524–£9,114
Required to specialise in information work plus an element of advisory work with the more able. Applicants must be experienced and qualified careers officers with a marked interest in information work and in developing facilities for the careers service and schools.
Application forms and further details (enclose S.A.E.) from The Director of Education (C), Shire Hall, Shinfield Park, Reading RG2 9XE. Closing date: 29th July.

An Equal Opportunity Employer
Royal County of Berkshire

Education Department
SUBJECT ADVISER FOR DRAMA
Soulbury Head Teacher Group 7, £13,686 - £14,979 p.a. plus Outer London Weighting, £678 and Casual User Car Allowance.
We are seeking a well qualified teacher for this post within the Advisory Service based at the Teachers' Centre, Queen's Road, Walthamstow, London, E17 8QS.
Please quote reference no. G6942
Further details from the Recruitment Officer, Personnel Department, Town Hall, Forest Road, Walthamstow, London, E.17. Telephone 01-531 8899 (24 hour answering service).
Closing date 26th July 1985.
(18954)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.

Waltham Forest

Administration General

REQUIRED FOR SEPTEMBER 1985 Full-time sports/activities organiser for private international college in Bromley. Salary: £6,500 p.a. Apply immediately with C.V. to Box No. TES 00407, Tolmy Hall, Gloucester, or Tel: Caroline Herbert on Gloucester (0452) 425320.

Closing date: 9 August 1985.

Gloucestershire County Council is an Equal Opportunities Employer.
(08398) 480000

SURREY
NATIONAL DEVELOPMENT OFFICER MPACE
The Science Teacher Association of Great Britain invites applications for the post of National Development Officer from suitably qualified persons. The appointment will be made on a self employed basis in the first instance and the successful candidate will work from home.

Please apply with CV and the names of two referees to Tony Greenall Secretary, MPACE, 7A Godstone Road, Purley, Surrey CR8 2AD, to arrive by 29th July. (19272) 500000

Assistant Education Officer
DEVELOPMENT
£16,350–£17,994
This is an important fourth tier post in a County with substantial housing growth and one of the largest capital allocations amongst education authorities. The post holder is responsible to the Senior Education Officer (General Services) for the planning of future provision and the formulation of the capital programme. Applicants should be graduates with successful teaching and administrative experience at a senior level and must show considerable personal initiative.

Application forms and further details (enclose large S.A.E.) from the Director of Education (PR), Shire Hall, Shinfield Park, Reading RG2 9XE. Closing date: 29th July.

An Equal Opportunity Employer
Royal County of Berkshire

Principal Education Officer (Schools)
£14,358-£15,387 p.a.
A graduate is required for this new senior post, to make a significant contribution in the management of the Schools Division and assume particular responsibility for oversight of the School Meals Service, the Education Welfare Service, the Schools Psychological Service and provision for pupils with special educational needs, reporting to the Deputy Director (Schools).

Applicants should possess a teaching qualification, have substantial teaching and educational administrative experience at a senior level.

Application forms and details from Personnel Dept., P.M.S.U., Civic Centre, Walsall WS1 1TP. Tel: Walsall 21244, ext. 2064/2066. Closing date: 26.7.85.

an equal opportunity employer
Walsall METROPOLITAN BOROUGH

Examiners

THE ASSOCIATED EXAMINING BOARD

The Board invites applications for ASSISTANT CHIEF EXAMINERS posts for HIGHER ADVANCED LEVEL for the following options 1987 examinations:

Option 01 'English and European History. 1450 - 1760'.

Option 03 'History of the USA. 1783 - 1974'.

Option 04 'Aspects of World History since 1945'.

Applicants should have a degree or equivalent qualification in History, a minimum of four years' recent relevant teaching experience and experience of examining at this level.

Further information and application forms may be obtained from the Secretary (Ref. GA16), The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ, to whom completed forms should be returned not later than 1st August, 1985. (08135) 500000

LONDON CENTRE OF BIOTECHNOLOGY
SCHOOLS ADVISORY OFFICER
(Part-time)

REF: ADM100. Applications are invited for the post of Schools Advisory Officer in biotechnology, tenable for two years from September 1985.

The successful candidate will be engaged in developing biotechnology awareness in schools and colleges and will prepare teaching learning aids and develop an information service.

Candidates should be, or have recently been practising teachers with knowledge of the science and technology of biotechnology and a commitment to its development as part of the 14-18 curriculum. It is likely that the post will be equivalent to 3/5 of full time.

Salary will be according to age and experience to a ceiling of £7,000 pa. Temporary secondment from an existing teaching post may be considered.

Further details and application forms available from the Personnel Dept. South Bank Polytechnic, Borough Road, London SE1 0AA. Tel: 01-928 8989 Ext. 2358/2361.

Closing date: July 26th 1985 (18917)

An Equal Opportunities Employer
South Bank Polytechnic
Teaching for tomorrow in the heart of London

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
Appointment of Advisers:
£14,664 – £15,963
RE-ADVERTISEMENT
Applications are invited for the following post in the Advisory Service.
Adviser for Physical Education and Health Education with particular emphasis on PE for Girls and for Dance
Applicants should be well qualified, experienced at a senior level within schools and be able to give leadership and direction to the advisory service in the area of specialism.
Application forms and further particulars from the Director of Education, Civic Centre, Newcastle upon Tyne, NE1 8PU. (Telephone Newcastle 328520, Extension 6352).
Closing Date: 24th July 1985.
(18918)

City of Newcastle upon Tyne
This is an Equal Opportunities Advertisement

(Readvertisement)
SOUTHERN EXAMINING GROUP
IN-SERVICE TEACHER TRAINING PROJECT
Appointment of Assistant Development and Research Officer

The Southern Examining Group, incorporating The South-East Regional Examinations Board, Southern Regional Examinations Board, South Western Examinations Board, The Oxford Delegacy of Local Examinations and The Associated Examining Board invite applications for the post of Assistant Development and Research Officer for a fixed term (three years) project, beginning as soon as is practicable

The project will be based at the offices of The South-East Regional Examinations Board in Royal Tunbridge Wells and will encompass the necessary development and research associated with the introduction of a Southern Examining Group programme of In-Service Training for teachers of G.C.S.E. incorporating the products of the Secondary Examinations Council's initiatives in the same area.

The Assistant Development and Research Officer will be accountable to the Development and Research Officer, Mrs. M.J. Mobley, for the collection, collation and analysis of data and information for the project.

The Assistant Development and Research Officer will need to be able to communicate effectively, both in writing and by telephone and be able and prepared to work to very tight deadlines and occasionally under considerable pressure. A clear understanding of research methodology and an awareness of the changing role of teachers in the transition from current curriculum structure and assessment methods to those of G.C.S.E. would be advantageous.

The project is funded jointly by members of the Southern Examining Group and salary will be paid in accordance with the following N.J.C. agreed scales:-

ASSISTANT DEVELOPMENT AND RESEARCH OFFICER — N.J.C. Scale 5 currently £7,524 - £8,262
(Pay award pending)

Placements on the scale will be according to ability and experience. Interviews for the post will be held on Wednesday, 21st August, 1985 and appointment will be made as soon as possible thereafter.
The final date for receipt of applications is Monday, 5th August, 1985.

Application forms and further particulars are available from the Secretary, The South-East Regional Examinations Board, 2/10 Mount Ephraim Road, Royal Tunbridge Wells, Kent, TN1 1EU (Telephone No: 0892 26311).
(18886)

Child Care

CAMBRIDGESHIRE
(Equal Opportunity Employer)
LITTLETON HOUSE SCHOOL
Girton, Cambridge CB3 0QD
Required for September RESIDENTIAL CHILD CARE OFFICER. Salary Scale R.C.O. 1/3 £4,065 - £6,420 p.a.
Application form and details from the Headteacher (see please). (08986) 540000

Miscellaneous

BARNET
LONDON BOROUGH
Required September 1985.
Qualified Teacher VIOLIN/VIOLA required to teach in the Authority's schools and to work in a Saturday morning Music Centre under the direction of the Music Adviser. Salary Scale 1 or 2 depending on qualifications and experience.
An improved cases assistance may be given towards the payment of removal expenses and separation allowances.
Application forms (s.a.e.) obtainable from and returnable to Director of Educational Services, Town Hall, Friern Barnet, N11 3DL as soon as possible. (11812) 660000

THE INSTITUTE OF LINGUISTICS EDUCATIONAL TRUST
MODERATORS: ENGLISH, FRENCH, ITALIAN, SPANISH

The Institute wishes to appoint Moderators for each of these languages. This is a key position in the Institute's examinations, and requires appropriate experience and interest in languages and training and language teaching.

Applicants must be qualified in the language, for native speakers with appropriate qualifications), and conversant with the contemporary situation of the country concerned.

Letters of application, giving relevant qualifications and career details, and the names of two referees, should be sent to the: The General Secretary, The Institute of Linguistics Educational Trust, 3A4 Highbury Grove, London. Tel: 01-359 7445.

Further information will be sent on request. The Closing date for applications is 16th August, 1985. (15039) 600000

GWYNEDD
COUNTY COUNCIL
CYNGOR SIR GWYNEDD
ADDYSG (ECHDEGOL A CHALEDFA GELFYDDYDAU)
ARWEINYDD CWRICWLWM (ARTS/DIADRAMA/BUSNES)
DRAIG/DRAMA/BUSINESS
Gwahoddir cefnogaeth ymarferol/ddeallusol profiadol i ymuno a Thim Canolog ADAG i weithio o'r Canolfan ADAG yn Llangefni.
Bydd y person a benodir yn arwain tim o athrawon ayb gyda'r bwriad o chynllun ADAG yn Mhob Ysgol yn Gwynedd. Bydd yn ofynnol i'r sgiliau a'r datblygu cyrsiau newydd yn cynnwys Technoleg Gwybodaeth ac ati. Bydd yn ofynnol hefyrddiant-meysydd arbenigol. Disgwylir i'r ymgeisydd llwyddiannus ddangos am beth o'r amser. Bydd angen person sy'n gyfarwydd a chyfrifiaduron sc yn rhugl yn y Gymraeg.
Bydd y swydd yn parhau, yn y lle cyntaf, tan ddiwedd cynnad y cynllun yng Nporffennaf 1988, gan ddechrau ym Medi 1985 neu ddanwyn 1986 fel bellar. Gellir ystyried secondiad.
Dyddiad cau - 22 Gorffennaf 1985.
Ffurflenni cais a manylion pellach (rwy'sel gan y Cyfarwyddwr Addysg, Swyddfa Addysg, Stryd y Castell, Caernarfon.

T.V.E.I.
CURRICULUM LEADER (BUSINESS STUDIES)
SCALE IV BURNHAM
An experienced teacher/lecturer is required to join the Central Support Team for T.V.E.I. working from the T.V.E.I. Unit at Llanrwst.
The person appointed will lead a team of teachers working in the Anglesey T.V.E.I. schools and colleges. He/she will be responsible for designing and developing new courses (including Tourism) and organising supportive IN-SET. The successful applicant will also be expected to teach for some part of the time. Some familiarity with computers and a knowledge of Welsh are essential.
The post, in the first instance, is for the duration of the project which finishes in July 1989. Appointment is from September 1985 or January 1986 at the latest. Secondment can also be considered.
Closing Date - 22 July 1985.
Application forms and further details from the Director of Education, Education Office, Castle Street, Caernarfon. (08913) 660000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Manager
DOWNSIDE DAY CENTRE
£8,724–£10,299
Downside, a modern 50 place centre provides opportunities for physically handicapped people to follow a varied programme of educational, recreational and occupational activities.
We are looking for a qualified (CQSW or CSS) person with some management experience and the drive to develop this important resource.
For an informal discussion please contact George Ogden on Bracknell 426011.
Application forms and job descriptions are available from Personnel Section, Fitzwilliam House, Bracknell, Berkshire.
Tel: Bracknell 426011.
Closing date 29th July.

An Equal Opportunity Employer
Royal County of Berkshire

KING EDWARD'S HOSPITAL FUND FOR LONDON
King's Fund College
APPOINTMENT OF BURSAR
(College Manager)

The King's Fund College combines business school and management consultancy activities and is mainly concerned with management development in the National Health Service. It has expanded rapidly in the last three years, and is now seeking a Bursar who will install new financial, administrative and information systems to support its complex activities. In addition, the successful applicant will be responsible to the Director for the management of the Palaces Court site, which provides teaching accommodation, Faculty Offices, 30 residential places and the King's Fund Head Office. There are approximately 30 employees accountable to the Bursar. The Faculty consists of nearly 30 Fellows who are accountable to the College Director.

We are looking for someone who has already held relevant managerial posts, and has some experience of developing small scale business or computer systems. We would encourage the post holder to take a role in the academic life of the College, including in due course some lecturing on management systems. The person appointed will also need to demonstrate the capacity to manage a small but complex organisation and to be able to handle employee relations sensitively.

The Bursar will be expected to relate easily both to senior professional staff from the National Health Service, to the Faculty, and to visiting academic and professional staff often from other countries.

Some experience in the NHS, University or related field could be an advantage. Pleasant working environment, good fringe benefits.

In common with other senior posts in the College the appointment would be for three years but could be renewed by mutual agreement.

Salary, depending upon age and experience, on a scale from £16,823 to £21,538.

For further details and an application form which must be returned by 16th July 1985 contact Dr Iden Wickings, Acting Director, King's Fund College, 2 Palace Court, London W2 4HS. Telephone no: 01-221 9345.
(18930)

FRESH CAREER OPPORTUNITY (IN DIRECT SALES NOT INS D/G C/H)
We are a national company in the home improvement field, who, due to expansion, are looking for people that would like to be trained in the art of selling. We pride ourselves in the product we sell. Over the years we have proved our integrity and credibility with customer and sales personel alike. If you have ambition plus a car, telephone, and want to know more about this opportunity we can offer, please phone your nearest branch. For local interview.

LONDON NORTH	01-202 3922
LONDON SOUTH	01-677 6072
BRISTOL	0272 213535
EXETER	0392 218792
COVENTRY	0203 28515
ESSEX	01-202 3923

Coverage for the above areas
(18970)

FINANCIAL MANAGEMENT CONSULTANT
You have no doubt seen vacancies for Financial Management Consultants advertised and have perhaps wondered exactly what this entails.

In a lot of cases it means selling life assurance, pensions and investment plans. However at Allied Dunbar it means a lot more.

We are in a unique position to offer our clients a complete integrated range of financial services including portfolio management and Private Banking Services. Consequently we require people of integrity to train for a career in this wider sphere of financial management consultancy.

In addition to a training programme generally considered to be the best in the industry you would receive financial assistance to get you started and full administrative back-up.

If you have the determination to succeed, your first years earnings could be in the region of £18,000. If you consider yourself to be of above average intelligence and with good communication skills we would like to hear from you.

Please telephone Mr. D.M. Upton on 01-518 6922 or write to him at Allied Dunbar, Montrose House, 412/416 Eastern Avenue, Gants Hill, Ilford, Essex.
(18414)

ALLIED DUNBAR

MISCELLANEOUS
continued

CALDERDALE
METROPOLITAN BOROUGH OF CALDERDALE
ARCHITECTS DEPARTMENT
COMMUNITY PROGRAMME POSITIONS
TRAINING CO-ORDINATOR
£7,365 p.a. 37 hours per week (fixed term contract - 12 months)
We require an enthusiastic and motivated person to co-ordinate this new training function operated by the Community Programme managing agencies within Calderdale.
Duties include indentification and co-ordination of training needs, promotion of training within the agencies and liaison work with training.
Applicants should preferably be qualified training administrators with training board and industrial experience.
Application forms and further details are available from the Personnel Officer, Town Hall, Halifax to whom they should be returned by 26th July 1985.
Applications are welcome from the unemployed.
(08448) 660000

EXECUTIVE SALES
£16,000 p.a.
Unilet, a fund raising position, a selling career with an produces rewards directly commensurate with effort. Only if you believe in earning what you are worth, should you apply.
The Credit Protection Association, established in 1874, have developed a totally new credit management system to speed cash flow applicable to every type of business. Outstanding opportunities exist in various areas for men or women over 25 with a broad business or management background of smart appearance and able to negotiate at a high level. After in-depth induction you will work by fixed appointment on your own exclusive territory during business hours only. This full-time career requires a high degree of self discipline which is more important than sales experience. Exciting long-term opportunities to participate in the major expansion programme home and overseas. A minimum on target performance in year one will produce over £6,000 + excellent commission, bonus and other payments. Increasing substantially in year 2 from renewals etc.
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HELP DEAF-BLIND PEOPLE
use new electronic communication aid. Trainer for Temporary Project. We are running a 12 week project from 2nd September 1985 to evaluate the Mirrorsaid, a new reading device designed for use with other technical aids to help deaf-blind people to communicate. We are looking for someone to act as a trainer to teach the use of the Mirror-aid to a number of deaf-blind people and to carry out an evaluation of this aid. Ideally you should have teaching experience, confidence in learning to use new technology equipment and be prepared to travel. We would also consider graduates with an interest in new technology and in working with disabled people. Previous experience in either area is not essential, as training is given. Salary £135 per week. Application form and further details from Helen Bright, RNIB, 224 Great Portland Street, London W1N 6AA or call on 388 266, Ext. 251 - closing date 25 July for interviews August 1985. Royal National Institute for the Blind. (08924) 660000

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Scale 1
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Consideration will also be given to part-time applications.
Application forms and further details available from the Chief Education Officer, Schools Section, PO Box 19, Town Hall, Sale, Manchester M33 1YR. (061-973 2252 Ext. 3132).
Closing date 26th July 1985.
Applications from employees of the CLC or MCCS with relevant experience will be welcome. (08923) 510000

NORTH YORKSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
BEWERLEY PARK CENTRE FOR OUTDOOR EDUCATION
Pateley Bridge, Harrogate
HEADTEACHER (Burnham Group 6)
Applications are invited for the post of Headteacher at this large residential outdoor education centre for the period 1 September 1986 to 31 August 1986, during the secondment of the present Head to a course of advanced studies.
Salary: Burnham Headteachers Group 6.
Application forms and further particulars are available upon receipt of a s.a.e. to be returned by 26 July 1985) from the County Education Office, Room 138, County Hall, Northallerton DL7 8AE. (12334) 680000

AN EXCITING OPPORTUNITY FOR OUTDOOR PURSUITS INSTRUCTORS to join a young team of staff. For details contact Interserve Outdoor Ventures, Plas Glanrafon, Llanuwchllyn, Dyfed SA19 9HY. Tel: 0550 77121. (08976) 680000

Outdoor Education

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Please write or phone for a full colour brochure from: Holidays Afloat, Highfield House, Kenyon Lane, Culcheth, Warrington WA3 4AX. Tel: 092576 5021. (08071) 680000

Y.M.C.A.
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DEVELOPMENT TRAINING TUTORS
High calibre, well motivated people required to join dynamic young team currently offering quality residential courses to a growing number of company, D.T.S. and T.V.E.I. customers.
Applicants should have skills/qualifications in outdoor education or social and life skills and be willing to become involved in the wide range of the Centre's activities and the aims and purposes of the Y.M.C.A.
Salary: Y.M.C.A. Scale II
We also have a number of newly created one year trainee posts to start early Autumn. Applicants should have skills/qualifications in at least two of the key areas: Sailing, canoeing, archery, traditions climbing, creative arts, drama, environmental studies, group work, social and life skills.
Remuneration includes full board and accommodation, a weekly allowance and a commitment to training/assessment courses.
Application form and further details available from: The Director, Y.M.C.A. National Centre, Fairthorne Manor, Corfridge, Southampton SO3 3GW. Closing Date: 26 July 1985. (17063) 680000

PEAK DISTRICT MOUNTAIN ADVENTURE CENTRE and outdoor courses for School and youth groups based in the heart of the Peak District National Park. Rock Climbing, Caving, Hill Walking, Multi-Activity and Survival courses offered for summer 85. Brochure and application form from: Mountain Adventure, 6 New Cottage, Grindlow Road, Ladmanlow, Buxton, Derbyshire SK17 6UJ. Tel: (0298) 79776. (00423) 680000

English as a Foreign Language

BERKSHIRE
PADWORTH COLLEGE
Requires an additional E.F.L. teacher for about 3 weeks from early August. £125.00 per week plus full board and accommodation.
Please apply immediately by letter giving full details of relevant experience, address and telephone number, to: Mr. Somerset, Director, Padworth College, Padworth, Nr. Reading, Berks. RG7 4NF. (08971) 700000

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There will be two full-time permanent teaching posts available from 1 October, 1985.

1. **Teacher/Teacher Trainer**
We are looking for an experienced teacher/teacher-trainer to work within our year round EFL programme and on teacher training courses for both native-speakers and overseas teachers.
Applicants should have extensive EFL experience and have worked on courses leading to RSA Prep. Cert./Dip. TEFL. Experience with overseas teachers courses would be an advantage.
2. **Teacher of EFL**
The successful applicant will be an enthusiastic EFL teacher with RSA Dip. TEFL or equivalent, who is keen to further his/her career in EFL. A minimum of 2 years' relevant experience will be required.

For application form and further details please write to:
Dave Allan, Principal,
The Bell School,
Bowthorpe Hall, Bowthorpe Hall Road,
Norwich NR5 9AA
Closing date for applications 5.8.85
(18913)

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(18909)

SCSST
The Standing Conference on Schools' Science and Technology
SCSST provides government grants and guidance to 40 Science and Technology Regional Organisations (SATROs) throughout the UK, established independently by universities, polytechnics or local education authorities to support local science and technology and encourage education-industry links.
In association with the Department of Education and Science, SCSST wishes to appoint a persuasive and imaginative
NATIONAL COORDINATOR
to develop the potential of the SATROs as a coherent national network and to enhance the impact of their activities.
Candidates should possess well-developed skills of promotion, leadership and diplomacy, and be able to work equally effectively with Government officials, senior education and industrial personnel, and local enthusiasts. The post calls for someone who is self-motivating, able to develop and carry out effective strategies, and capable of moulding people of different backgrounds into a team. Experience in education/industry liaison or a related field would be an advantage but personality and drive will be the significant factors in selection.
Salary is negotiable but will reflect the importance attached to this senior post.
Further details from: D. Bloomfield, Secretary SCSST, 1 Birdcage Walk, London SW1H 9JJ. Tel: 01-222 7999.
Closing date: Friday 26th July.
(18902)

ARELS-FELCO Felco
The Association for Recognised English Language Teaching Establishments in Britain wishes to appoint an
EDUCATIONAL ADVISER
Applications are invited for the above senior post in order to provide the Association and its members with professional advice and counsel on inspections and educational standards.
The Adviser will also be able to provide the profession and the public with information about the educational services of Association members.
The successful applicant will have appropriate professional qualifications with substantial varied experience in teaching English as a foreign language in the U.K. and abroad. Proven administrative ability will be expected.
Further details from the General Secretary, ARELS-FELCO, 129 High Holborn, London WC1V 6QD. Tel: (01) 242 3136).
(18100)

ENGLISH AS A FOREIGN LANGUAGE
continued

EFL TEACHERS
Required for August: RSA trained with at least six months experience teaching multinationality adult group classes, preferably in Britain.
Please apply with CV to: The Director of Studies (Ref. EFL), Lansdowne Terrace, London NW3. (08056) 700000

ESSEX
Teachers wanted for Alexanders English Studies, Gold Harlow, Essex to teach English as a foreign language to children aged 8 - 16 years old. There is a vacancy for a Class Teacher at a primary level and for a Senior, prepared to work evenings and weekends.
Please Tel: Ann Alexander on (0279) 52122. (11850) 700000

ITALY
New but rapidly expanding E.F.L. School in Italian Alps (Aosta) requires a teacher from Oct. 1st. Will interview in Manchester in August. Please Send C.V. with photo please to Paul Booth, Flat 9, Pinewood Court, Broad Road, Sale, Cheshire M33 2EE. (08803) 700000

LONDON W2
TEFL-qualified and experienced teachers required for Summer School, W2 & W8.
Please submit cv (with daytime contact number if possible) in first instance, to: Course Director, Academy International, 5 Queens Gardens, Bayswater, London W2 3BA. All applications will be acknowledged. (11816) 700000

LONDON
Qualified/experienced EFL teacher required for August and September.
C.V. to: Director of Studies, E.C.S.C., 40 Village Road, Enfield, Middx. EN1 2EM. Tel: (01) 360 4142. (15051) 700000

TEMPORARY EFL teacher required immediately full-time in ABBEYDALE, Sheffield 12 area and experience essential. Good letter/CV to: The Principal, Fitzroy College of English, Northdown House, Margate, Kent CT9 2PW. (15077) 700000

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Functional English, 5 Chubb Hill, Whitby, North Yorks. (13034) 700000

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EFL TEACHERS
Warwickshire Area
Due to heavy bookings for the summer, TRANSWORLD EN-GLISH AT HOME LTD is looking for more qualified teachers willing to provide tuition and accommodation for one or two European students in the teacher's own home. The basic course consists of 15 hours per week tuition.
For preliminary discussion please telephone Miss Cheney at 0926 (Leamington Spa) 313944. (08908) 700000

English as a Second Language

HARROW
EDUCATION COMMITTEE
Harrow ESL and Multicultural Support Service
Part-time ESL Teacher Scale 3
Required for September, a teacher with qualifications and experience in teaching ESL in multicultural schools to join the Authority's ESL team. The teacher appointed will work in either primary or secondary schools in close co-operation with class and subject teacher to support the English language development of bilingual pupils. The for a least 3 terms to cover secondment.
Application forms from and to be returned to Harrow Education Office, PO Box 22, Civic Centre, Harrow HA1 2UH by 26 July 1985.
Please enclose a stamped addressed envelope.
Harrow is an Equal Opportunity Employer. (11823) 710000

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Further details are given in Undergraduate Studies at Aston University 1986/87, now available in Schools/Colleges or from the Schools Liaison Office, Aston University, Aston Triangle, Birmingham B4 7ET. (12341) 760000

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Further information and application forms may be obtained from the Admissions Officer, University of London, Goldsmiths' College, New Cross, London SE14 6NW. (Tel: 01-692 1771, Ext. 2146). (12340) 760000

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For details send A4 SAE to: TEFL Dept., Linguarama, New Oxford House, 16 Waterloo Street, Birmingham B2 5UG. (35825) 760000

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ALGARVE Villa, sleeps 6, private pool, available July 20th. £350 per week. Tel: 01-969 2305 (after 6pm). (18229) 880000

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